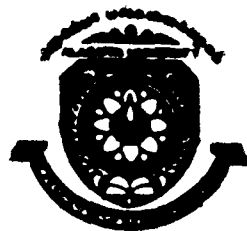


ORGANIZATIONAL CLIMATE AND TEACHER BURNOUT IN PRIMARY SCHOOLS IN PUDUKKOTTAI-DISTRICT

DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
DOCTOR OF PHILOSOPHY
IN
EDUCATION

By
K. PURAVI

Research Supervisor
Dr. S. MOHAN



Department of Education

ALAGAPPA UNIVERSITY

KARAIKUDI - 630 003

APRIL - 1997

Dr. S. Mohan,
Professor and Head,
Department of Education,
Karaikudi - 623 003.

CERTIFICATE

This is to certify that the dissertation "**STUDY OF ORGANIZATIONAL CLIMATE AND TEACHER BURNOUT IN PRIMARY SCHOOLS IN PUDUKKOTTAI DISTRICT**" submitted by **Mr. K. PURAVI** for the award of **Ph.D degree** is a record of research work done under my guidance and supervision during the period 1995 - 1997 and the dissertation has not formed the basis for the award to the candidate of any **Degree, Diploma, Associateship, Fellowship** or anyother similar title.

Also certified that the dissertation represents independent work on the part of the candidate.



(Dr. S. MOHAN)
PROFESSOR AND HEAD,
DEPARTMENT OF EDUCATION
ALAGAPPA UNIVERSITY
KARAIKUDI - 623 003.

STATEMENT

I hereby state that the dissertation entitled **“STUDY OF ORGANIZATIONAL CLIMATE AND TEACHER BURNOUT IN PRIMARY SCHOOLS IN PUDUKKOTTAI DISTRICT”** submitted to Alagappa University in partial fulfilment of the requirement of the Doctor of Philosophy in education is my original work and that it has not previously formed the basis for the award of any Degree, Diploma, Associationship, Fellowship or any other similar title.

KARAIKUDI

DATE:


(K. PURAVIDA)

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K. Suppan M.A., M.Ed., Head Master Senthampatti Mr. C. Kandasamy
M.Sc.,M.Ed., P.G. Teacher L.N. Puram, Mr. Durairaj, M.A., M.Ed., Tamil
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INTRODUCTION

CHAPTER - I

1 INTRODUCTION

- 1.1 Meaning of education
- 1.2 Aims of education
- 1.3 Goals of education
- 1.4 Objectives of Primary education
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CHAPTER – I

INTRODUCTION

Education is to humanize humanity. Man is primarily distinguishable from the lower animals because of his educability. There are two aspects of human life. One is biological and the other is cultural or sociological. Man, conceived in terms of his biological existence alone, is not better than an animal. His biological existence is secured through food , shelter and reproduction. But his life can only be glorified through education. It is only the cultural or social aspects of human life which signify his supreme position. With the help of education, man, primarily an animal being, can be transformed into a human, social and spīritual being. Without education the individual would be unqualified for group life.

In the fundamental sense, education is the cultural process by which success is generated to make man take his place in history since the acquired characteristics and not inherited ones assume the full burden of bringing men “ Up-to date” Education implies experience, insight and adjustment on the part of man as he is stimulated towards growth and development. In short, education enables man to realise higher values of life which are essential for

him to become “root and crown of all creation “. Thus education is an essential base of good life or complete living.

1.1 MEANING OF EDUCATION:

In its broader sense, education is a life long process. It starts with conception and ends with death i.e. education runs from ‘womb to tomb’. In the words of Prof Duamile “Education in its wider sense includes all the influences which act upon an individual during his passage from the cradle to the grave”. An individual goes on increasing his knowledge and learns through experience and his contact with the environment. Education as such is not the teaching or learning of three R’s. It consists of training of head, heart, hand and health. Moreover, the concept of education is now deemed as the modification of behaviour. Contact with environment adds to the experiences of the individual and produces some change in his behaviour which involves thinking, feeling and action. Accordingly, education is not limited to schooling, instruction or training. It is also not confined to class room teaching. A child receives Education even in the laboratory, library, playground, home and society. In its broader meaning, education in its totality has to be emphasised. In other words the sumtotal of life experience constitutes education.

Broadly viewed, education is life and life is Education. Education is the preparation for life through life experiences. Edward Thring says

“Education is the transmission of life by the living to the living” Through education, we have to provide real and concrete life situations and experiences to enable the individual to lead a good and effective life”. In the words of Dr. S. Radhakrishnan, “Education is not limited to the imparting of information or the training in skills. It has to give the educated a proper sense of value”.

1.2 AIMS OF EDUCATION:

Aims of education and the systems of education have changed greatly in modern times. In ancient times the process of education was a leisurely one with learners residing with and following the teacher, called the ‘Guru’. There was no specific time of the day allocated for learning and teaching. Any time convenient to the teacher and his mood of inspiration became the hour of teaching and learning. The purpose of education was not simply the acquisition of knowledge ,intellectual power or specific training in any particular field, but the realisation of the soul within and God without. Ethical, moral and spiritual training occupied the foreground.

But in modern times both the aims and systems of education have radically changed. Study hours and modes of teaching have been organized in such a way that from the primary to the higher education level, specific hours of the day are allocated for learning and teaching. The learners and teachers

assemble in a common place and remain there for specific hours of the day.

The time of learning and teaching is also divided into units of time for the teaching and learning of various subjects. Besides the teacher, other supervising authorities have been appointed to inspect, assess and evaluate the quantity and quality of matter taught as well as the quantity and quality of matter learnt.

The aims of education have also shifted from the ethical and spiritual to the social, political, vocational and technological. The changes have necessitated the creation of highly formal organization for promoting education.

1.3 GOALS OF EDUCATION:

In recent times, the primary goal of education is the promotion of literacy. Hence compulsory enrolment of every child of the prescribed age in school and the retention of every child in school till it completes the prescribed course have been enforced. The Government has made universal provision for universal enrolment at primary level of education.

Once this goal is achieved other goals emerge. In the modern era, personality development, development of the sense of national and cultural

values, the sense of pursuing truth, academic scholarship, civic and social sense and vocational training have become the general goals of Education.

This could be possible only when Primary Education has the strongest hold on the educational edifice.

1.4 OBJECTIVES OF PRIMARY EDUCATION:

The Ishwarbai Patel committee (1977) recommended the following specific objectives of Education.

- 1) Acquisition of tools of formal learning, namely, Literacy, Numeration and manual skills.
- 2) Acquisition of knowledge through observation, study and experimentation in areas of social and natural sciences;
- 3) Development of physical strength and team spirit through games and sports;
- 4) Acquisition of skills for planning and executing useful productive work with a view to making education work based;
- 5) Acquisition of skills of purposeful observation;
- 6) Acquisition of habits of co-operative behaviour within family, school and community.

- 7) Development of aesthetic perception and creativity through participation in artistic activities and observation of nature;
- 8) Development of social responsibility by including habits (individually as well as collectively) of appreciation of the culture and life style of persons of other religions, regions and countries; and readiness to serve the weaker and the deprived; and
- 9) Development of the desire to participate in productive and other processes of community life and to serve the community.

Since these objectives are not yet realised, the need for “Education for all” has emerged at the World Bank level to initiate action programmes in schools. In spite of many action programmes the target in primary education has not yet been realised.

1.5 But numerous problems related to primary education come in the way of development.

Problems concerning primary Education can be categorised under two heads.

- 1) Problems concerning Expansion or Universalisation.
- 2) Problems concerning qualitative improvement.

All this is due to numerous difficulties such as:

- 1) Unexpected increase in population.

- 2) Poverty of the masses.
- 3) Illiteracy of the parents.
- 4) Inadequate financial resources of the Government.
- 5) Resistance to the education of girls.

Under the circumstances it is therefore time to rethink over the issue, fix a new target to achieve this directive and prepare a line of action for the future.

1.6 Following are the major problems that pertain to the Universalisation of Primary Education.

Explosion of student population

Lack of financial resources

Non-Co-operation of parents.

Poverty of parents.

Resistance to education of girls.

Small and scattered habitations

Existence of backward groups

Absence of suitable machinery for ensuring compulsory attendance.

Apathy of illiterate masses to education and problems of retention

1.7 When we talk of quantitative expansion, there are many of the problems relating to quantitative improvement of Primary education with which we are concerned.

Narrow objectives

Dull curricula.

Lack of ancillary services,

Inadequately trained teachers.

Lack of physical facilities,

Faulty methods of teaching,

Maladministration of Primary education

Lack of finance

Traditional and superficial school inspection, and

lack of research.

The above problems relating to quantitative and qualitative performance of primary education are to be tackled immediately.

1.8 EDUCATION FOR ALL

Since childhood is the most impressionable period of learning, Primary education has to be effective not only to make education available to all but to make this education qualitatively better and meaningful. This would require research investigation into the professional and profession related dimensions of teaching.

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1.9 TEACHER BURNOUT:

Teacher 'burnout' is a human malfunction caused by continued unresolved, job-related stress that results in once committed, dedicated teachers either abandoning the profession or remaining in the classroom, no longer motivated to provide the effective learning environment they once did for their students.

It is interesting to note that now-a-days teacher burnout has become an increasingly concerned area of many researchers. As Schwab (1988) reports, there are several reasons for this high level of interest. First, the teaching profession is one of the largest and most viable professions, in the entire state. Second, the teaching profession has been subject to increased pressure by society to current social problems. The teaches educate students in academic and skill areas, provide enrichment activities, meet the individual needs of all students with a wide range of abilities, and encourage moral and ethical development. Third a number of national reports have illustrated the fact that many teachers are leaving the profession while fewer are choosing to become teachers. This has resulted in teacher shortages in certain disciplines and predictions of future shortage in all areas.

The first two observations of Schwab are equally fitting to our country and teachers too.

Most of the teachers begin their professional lives with the expectation that they will experience a feeling of joy and accomplishment. Teachers take maximum effort in order to accomplish the long term goals of their teaching.

Teaching is a demanding profession which requires a constant giving of one-self at the mental, emotional and physical levels. Apart from the regular instructional work, teachers are expected to perform innumerable roles. Further the public has often overlooked the need of teachers as human beings. They are working constantly in an atmosphere of evaluation, judgement and fear. The combination of these factors creates a sense of frustration in teachers. A persistent feeling of frustration leads to what is known as 'burnout'

1.10 DEFINITION:

To understand 'burnout', Maslach (1984) opines that we need to know first what it is. Herein lies the major source of confusion and controversy about the concept. There is no single definition of 'burnout' that is accepted as standard. There is no clear consensus among consultants, clinicians, or researchers, nor is there much agreement among staff, managers, or administrators. Reports in the mass media have contributed their own

definitions of the phenomenon.. Most individuals have their own personal definitions of 'burnout' as well.

1.11 DEFINITIONS OF 'BURNOUT' INCLUDE THE FOLLOWING:

According to Kailasalingam (1995)

- 1) A syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind.
- 2) A progressive loss of idealism, energy and purpose experienced by people in the helping professions as a result of conditions of their work.
- 3) A state of physical, emotional and mental exhaustion marked by physical depletions and chronic fatigue, feelings of helplessness and hopelessness, and the development of a negative self-concept and negative attitude towards work, life and other people
- 4) A syndrome of inappropriate attitudes towards clients and self, often associated with uncomfortable physical and emotional symptoms.
- 5) A state of exhaustion, irritability, and fatigue that markedly decreases the worker's effectiveness and capability.

- 6) To deplete oneself, to exhaust one's physical and mental resources. To wear oneself out by excessively striving to reach some unrealistic expectations imposed by oneself or by the value of the society.
- 7) To wear oneself out by doing what one has to do. An inability to cope adequately with the stress of work or personal life.
- 8) A malaise of the spirit. A loss of will. An inability to mobilize interests and capabilities.
- 9) To become debilitated, weakened, because of extreme demands on one's physical and or mental energy.
- 10) An accumulation of intense negative feelings that is so debilitating that a person withdraws from the situation in which these feelings are generated.
- 11) A pervasive mood of anxiety giving way to depression and despair.
- 12) A process in which a professional's attitudes and behaviour change in negative ways in response to job strain.
- 13) An inadequate coping mechanism used consistently by an individual to reduce stress.
- 14) A condition produced by working too hard for too long in a high pressure environment.

- 15) A debilitating psychological condition resulting from work related frustrations, which results in lower employee productivity and morale.

Not only do these definitions vary from one another to greater or lesser degrees but different terms are sometimes used for similar concepts. Some definitions are limited, while others are more wide ranging. Some are precise, while others are global. Some refer to a purely, psychological condition, while others include actual behaviours. Some describe a state or syndrome while others talk about a process. Some make reference to causes, others to effects.

Despite the differences, there are also similarities among definitions of 'burnout' An analysis of these common trends may reveal a working definition of 'burnout' that is shared by most people.

First of all, there is a general agreement that burnout occurs at an individual level. Second there is general agreement that 'burnout' is an internal psychological experience involving feelings, attitudes motives and expectations. Third, there is general agreement that 'burnout' is a negative

experience for the individual, in that it concerns problems, distress, discomfort, disfunction and/or negative consequences.

Nevertheless, there are some key dimensions of 'burnout' for which there is majority of agreement. The emphasis placed on particular dimensions on the terminology to describe them may differ from one definition to the next, but a definite pattern is discernible

The dimension of which there is the most agreement is exhaustion. It is also described as wearingout, loss of energy, depletion, debilitation and fatigue. Although sometimes this exhaustion is a physical one, more often a psychological or emotional exhaustion is described as central to 'burnout'

A second dimension of these definitions is a negative shift in response to others, depersonalization, negative or inappropriate attitudes towards clients, loss of idealism and irritability.

A third dimension found in definitions is a negative response towards oneself and one's personal accomplishments, also described as depression, low morale, withdrawal, reduced productivity or capability and an inability to cope".

1.12 INFLUENCE OF ORGANIZATIONAL CLIMATE

The way in which the working climate is organized has an important role in teaching and teacher performance. This depends on not only the hierarchy, but also on how each point in the hierarchy functions. For illustration, an autocratic climate may not allow interaction and communication and this will have its own influence on teacher performance and teacher motivation. Similarly, a highly democratic climate may provide opportunities for interaction and communication. This also may have its influence on teacher performance and teacher motivation. Hence, the organizational climate and teacher burnout are related issues. Therefore, it is necessary to study Teacher Burnout as a problem interrelated to the organization climate.

Organizations are established in order to achieve specific goals and objectives. Organizational goals are translated into results through organization climate and leadership. In the educational system, it is said that teachers in course of processing the student raw materials face stressful events. Researches point out that certain organizational variables influence teacher burnout.

Hence there is a need to study about the organizational climate since the performance of the individual depends upon the organizational climate in which he is expected to perform at the optimal level

1.13 NEED AND SIGNIFICANCE OF THE STUDY

The foregoing discussions have revealed that the setting up of academic goals in schools, the mode of organization, the interpersonal relationship, the teacher burnout and the quantum and quality of work done are closely related. Academic achievement and teacher performance are interrelated. A deep and proper realisation of the interrelatedness of these factors, of the importance of the organizational climate and of the relation between these factors and the institutional goals will go a long way in creating a proper organizational environment. Identifying and evaluating the nature of these factors in schools will help to understand the need for creating a proper organizational climate and teacher burnout in our schools. The present study will also assist in identifying the factors that constitute the favourable climate. It also will underline the need for structuring the climate and teacher burnout. Hence the present study becomes significant and relevant.

The political climate and indoctrination have swept into almost every school in the state. The teachers themselves have come to be politically biased and as a consequence the standard of teaching and teacher burnout are

beginning to suffer greatly. Students are no exception to this political affiliation. When the teacher's dedication to their job and institution sinks and the students' dedication to studies falls low, naturally the standard of education can not be expected to be high.

Another factor that adversely affects the climate of education is the prevailing spirit of mistrust between the teachers of the institutions and the heads. Lack of mutual faith has made co-operation between head and teachers impossible. Suspicion and mistrust have undermined the spirit of rapport and it has biased the Head Master's attitude towards the teachers, the teacher's turnout and the Teacher's dedication to work.

Another important factor is the teachers themselves. Besides political affiliation and bias, the teachers seem to be unwilling to equip themselves with current knowledge and in many cases the teacher himself lacks discipline. The discipline among the teachers has left much to be desired. When the spirit of dedication to job and to the institution of which he is a member is absent, the standard of the teachers goes low. Of many reasons arrived at statistically for student indiscipline, teachers' behaviour ranks the highest.

1.14 One of the research studies done by Clyde and Parker highlights the following categories of reasons as accounting for student indiscipline.

- 1) undesirable behaviour, inadequate knowledge and poor personality of teacher,
- 2) Defective school organisation and administration,
- 3) Irresponsible parents and undesirable administration,
- 4) Defective Teaching,
- 5) Lack of vocational and practical bias in educational system,
- 6) Undesirable influence of political and social life of the society,
- 7) Bad company undesirable attitudes and bad habits of education,
- 8) Defective curriculum,
- 9) Defective examination system.

Among the various factors, it is found that the first four factors are related to organizational climate and teacher burnout. The concomitant relationship between organisational climate and teacher burnout associate with scholastic success of the student in Primary Schools.

Hence there is an urgent need to study about the organization climate and teacher burnout that exist in the Primary Schools. Once it is found, suitable strategies could be attempted to evolve suitable learning climate at the Primary level towards quantitative and qualitative expansion in the Primary school.

CONCEPTUAL FRAME WORK

CHAPTER - II

2 CONCEPTUAL FRAME WORK

2 1 INTRODUCTION

2 2 Organizational climate

2 3 School organizational climate

2 4 Functions

2 5 Significance

2 6 Types of organizational climate

2 7 Organizational climate and its relation to other variables

2 8 Behaviour of the heads of educational institutions

2 9 Psycho - Physical hindrance

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2 11 Production emphasis

2 12 Humanized Thrust.

2 13 Interpersonal behaviours

2 14 Definition of burn out

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- 2.25 Consequences of burnout
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CHAPTER – II

CONCEPTUAL FRAME WORK**2.1 INTRODUCTION:**

The major aim of an educational institution is to impart education to learners. The functioning of the organization should be meticulously planned, if education is to be successfully imparted and if the other objectives of the organization are to be realised. This is true from the primary to the collegiate and research levels.

The organizational mode involves a hierarchical division of work and responsibility. Beginning from the ministry of education at the top, work and responsibility branch down through the Director to the lowest category in educational institutions. A highly concerted and co-ordinated effort through all the levels of the hierarchy would ensure the creation of a favourable organizational climate. A purposeful co-ordination and conducive organizational climate should exist among all the members of an organization if the goals of the organization are to be realised.

In an educational organization, the Headmaster or the Principal, who can be called the superordinate, should have the capacity to organise the functioning

of the institution in such a way that all the teachers, who are subordinates and who occupy the next rank in the hierarchy, would contribute all their efficiency for the best promotion of education and for the realization of the objectives of the institution. The way in which the principal and the subordinates interact determines the organizational climate of the institution. The better the climate the more effective the realization of the objectives. If Co-ordination and rapport are absent, the organizational climate would be so unhealthy as to stop the very functioning of work in the institution. The organizational climate thus depends upon four factors the behaviour of the head of the institution, the behaviour of the teachers of the institution, the interpersonal relationship between the head and the subordinates, and the interpersonal relationship among the subordinates.

2.2 ORGANIZATIONAL CLIMATE:

An organization has been defined as “the aggregation of people working together to produce goals and services efficiently” (KEITH DAVIS, 1972). Keith Davis further states that ‘organizations are the grand strategies created to bring order out of chaos when groups work together’ (KEITH DAVIS, 1972). Mere and exclusive individual efforts do not bring about successful result. It is the Co-ordinated and integrated effort of all the members in an organization that produces the desired results. Emphasising this aspect, Peter F. Drucker (1946)

has said “An institution is the tune, not constituted by individual sounds but by the relation between them. According to “EDGAR H SCHEIH”. “An organization is the manual Co-ordination of the activities of the members for the achievement of some common explicit purpose or goal, through division of labour, through a hierarchy of authority and responsibility”.

2.3 SCHOOL ORGANIZATIONAL CLIMATE:

A school is a formal organization in which operation depends on a pattern of roles and a blue print and it exists independently of individual members as such. The Co-ordinated functioning of the roles of the head and the subordinates creates the working atmosphere in educational institutions. The working climate has to take into account many kinds of functions like discharging of administrative duty, academic work like teaching, correcting scripts and evaluating, co-curricular activities and extra-curricular activities, which are generally the result of the interpersonal relations and interaction of the head of the institution and the subordinates including the teachers , the office staff, other servants and the students. The more fruitful the interaction and interrelationship, the better the organizational climate.

2.4 FUNCTIONS:

The nature of the functions of an organization depends largely on the way in which the authority of hierarchy functions. Any well-planned organization will have to take in to consideration certain functions if its common goal and objectives are to be realised. In the words of EDGAR H SCHEIN(1969). “By formal, organizational functions I mean those which pertain to the accomplishment of the organization such as getting work out, generating ideas or serving as liason. The formal functions are the tasks which are assigned to the group and for which it is officially held responsible”.

Besides the function of fulfilling the basic needs, the organization has to take into account the psychological and personal functions. The need for friendship, support and love must be taken into account by the organizational climate. That is, the organizational climate must provide an outlet for the affiliation needs of the members.

The organizational climate should be such that the persons in the group must experience the spirit of group membership in such a way that it would enhance the member's sense of status and self-esteem. It must also establish a sense of reality in the mind of each member, so that through mutual sharing of the sense of reality in the work situation, “each person can validate his own

perceptions and feelings by checking them with others” (EDGAR H SCHEIN, 1969)

The authority of subordinate relation in the organizational climate must have in view the necessity for the maximum utilisation of the human resources at its disposal. The collective resources should be put into the collective efforts, so that maximum output would be ensured. This function cannot be overlooked.

Motivation of every member in the organization is the next function to be fulfilled. Motivation does not always depend upon incentive in terms of money or benefits. It may be evoked through certain means of communication and attitudes so that the maximum self-actualisation through challenging work assignments can be achieved.

Another important function to be taken note of is the allocation of work and responsibility. While dealing with this function, the leader of the group should devise such a mode of communication and attitude that the interpersonal relationship becomes harmoniously oriented towards maximal output, with the least of friction or problems. The temperamental differences should be subordinated to the common goals of the organization. Integrating the individual

efforts and orchestrating the realization of the common goals depend on developing among the members “the kind of flexibility and adaptability that may well be needed for the organization to survive in the face of a changing environment” (EDGAR H SCHEIN, 1969)

All these functions are interrelated and interdependent. As Edgar Schein (1969) remarks, “The integrated function of the organization will develop in its personnel the kind of flexibility and adaptability that may be needed for the organization to survive”.

2.5 SIGNIFICANCE:

The organizational climate is the kingpin in the functioning of the educational institutions. If individual members of an organization do not pay attention to and share the common objectives and discharge their duties in association with the other members of the organization, then the prescribed common goal could not be realised even if the individual puts in his best effort. Only when the sense of responsibility and the spirit of dedication of each individual are motivated by the common objectives of the organization, would the function of the organization be successful and its goals achieved. Individual drops do not constitute the ocean. The integration of the various roles of all the

members of an organization alone could create a proper and conducive organisational climate that elicits the best co-ordinated effort from each, facilitates the concerted realisation of the task on hand , and smoothen the interpersonal relationship between the members of the organization. If the organizational climate is harmonious and creative, the efforts of its members would be orchestrated towards the common productive goal. Otherwise, the members would be playing warring roles that would shatter not only the goals of the organization but also the organization itself. Hence, the importance of the organizational climate.

2.6 TYPES OF ORGANISATIONAL CLIMATE

It is identified that there are six Organizational climates. They are termed as the 'open', the 'autonomous', the 'controlled', the familiar 'the paternal' and the 'Closed'. The names that are assigned to the climates are only descriptive.

The behaviour of the Head represents an appropriate integration between his own personality and the role he is required to play as a head. The head is in full control of the situation and clearly provides leadership for the staff in the 'Open Climate'.

The head remains aloof from the teachers, for he runs the organization in business - like and rather impersonal manner in the 'Autonomous climate'.

He is genuine and flexible but his range of administrative behaviour as compared to that of the Head in the open climate is somewhat restricted

The head of the 'controlled' climate is described as domineering and directive. He allows little flexibility within the organization and he insists that everything should be done in his way. The head does not emphasise production. He does things much personally to ensure that the teachers are performing their tasks correctly in the "Familiar Climate". The behaviour of the head is essentially relevant to be anything other than considered least. He may in his estimation ensure the happy family feeling.

The head is the very opposite of aloof. He is everywhere at once, checking, monitoring and telling people when to do things. His view is that 'Daddy knows best' in the paternal climate

In "Closed Climate" the head is highly aloof and impersonal and controlling and directing the activities of the teachers. He behaves like a child in this climate.

2.7 ORGANIZATIONAL CLIMATE AND ITS RELATION TO OTHER VARIABLES:

The Organizational dimensions, discussed above, are closely related to two key factors. One is the behaviour of the head of the institution and the other is the behaviour of the teachers. The behaviour of the head could be autocratic, democratic, paternal, or interpersonal or production-oriented. The attitude taken by the head accordingly and the way he/she communicates with the subordinates determine largely the behaviour and attitude of the subordinates. Conversely the behaviour and attitudes of the subordinate towards the Head and towards the organizational goals would determine and shape the Head's behaviour and attitude. The relationship between the organizational climate, the Head and the *Subordinates* are, thus reciprocally effective.

2.8 BEHAVIOUR OF THE HEAD OF EDUCATIONAL INSTITUTIONS:

The Head of the institution is the key factor in the creation and promotion of the organization climate. Therefore, the behaviour, and attitude of the head of the institution have a far-reaching effect on the climate, and the teacher behaviour. The behaviour of the head of the institution has been classified into four dimensions.

- 1 Psycho-Physical hindrance
- 2 Control
- 3 Production- Emphasis
- 4 Humanized Thrust

2 9 PSYCHO-PHYSICAL HINDRANCE.

The subordinate members of the educational institution may consider the behaviour of the head as dictatorial when the head does not listen to them and does not adjust himself to the feedback from the staff. He is considered to burden the staff, with heavily loaded routine duties, management demands and other administrative work considered to be unnecessary. The style of communication of such a head of the institution tends to be unidimensional. The head thus becomes a hindrance, both psychologically and by physical presence, to the staff in discharging their duties with loyalty.

2 10 CONTROL

The behaviour of the head of the institution may be characterised by bureaucratic personality. The head is considered to be task-oriented. He or she may try to raise efficiently the working level of the subordinates by providing

adequate operational guidance and secretarial service. But being impersonal in behaviour, the head is emotionally at a distance from his staff. The head exercises an unrelenting control over the staff.

2.11 PRODUCTION EMPHASIS:

This refers to the behaviour of the head of the institution who constantly makes a very close supervision of the staff. The Head is highly dictatorial. This behaviour is characterised by insensitiveness to the reaction of the staff. The communication of such a head tends to follow in one direction.

2.12 HUMANIZED THRUST:

Another character of the head of the institution is marked by his or her humanized thrust. The head motivates the teachers by his personal involvement and he does not demand more from the staff than what they are willing to give. The head may be task oriented, but he attempts to do something extra for them in humanistic terms, and consequently his behaviour is viewed favourably by the teachers.

2.13 INTERPERSONAL BEHAVIOUR

The eight dimensions, four describing the behaviour patterns of the head of institution and the other four describing the behaviour pattern of the teachers, are not mutually exclusive ones. The behaviour patterns interact in a given task-situation. The communication of the Head of the institution and the actions and responses of the teachers to that communication can vice versa mark the spirit of interpersonal relationship between the head and the staff. If the head of the institution is dictatorial or impersonal, adhering only to the letters of rules, communication becomes unidimensional. A spirit of alienation develops between the head and the staff. The response of the staff in such a situation may be impersonal at the best or negative at the worst. The net result of such an alienated interpersonal relationship is that efficiency and dedication to work suffer greatly. On the contrary, if there is mutual communication on the basis of understanding and sympathy between the head and the subordinates, the result would be that the efficiency and dedication of the teachers would be very high. In the former, the climate would become inimical, silent or expressed, and the functioning of the organization would become static. In the latter, the interpersonal relationship would be encouragingly fruitful so that the organizational climate would be so conducive as to elicit a positive response.

from the subordinates. In such a situation, work will be discharged with maximum efficiency.

Hence there is a pertinent need to study about the organizational climate of the teachers.

2.14 DEFINITION OF BURNOUT:

Burnout is a general term applied to the pressures people feel in life. As a result of those pressures employees develop various symptoms of stress that can harm their job performance. According to Alexander Franz (1950) pleasure is dependent on previous displeasure and that gratification without source antecedent burnout is hardly conceivable. Therefore, burnout should be accepted as a usual course in life and it is unavoidable and inevitable.

MATER (1970) had defined stress as a situation where learning is stopped and other forms of adjustments are adopted.

2.15 CAUSES OF BURNOUT:

As pointed out by Near and Hunt (1980) burnout has become increasingly common in organizations largely because of increased job complexity. We can

however divide the sources of burnout into two general categories organizational causes and life causes.

2.16 ORGANIZATIONAL CAUSES OF BURNOUT

Anything from a malfunctioning air conditioner to an argument about promotions can cause stress on the job. Such work-place causes of stress are called organizational stresses. They can be categorised as task demands. Sometimes a major change in an organization can create a variety of sources of stress.

2.17 TASK DEMANDS:

Burnout that are specific to a particular job are task demands. Because some jobs include more of such burnout, they are generally thought of as more stressful occupations.

Task demand may also take the form of physical threats to the worker's health. People who work with asbestos have their own particular set of stresses, as do miners or loggers.

Insecurity about the future can obviously be a major factor in causing stress. Some free-lance writers, for instance, may not know if they will have work for months or even days in future, and the stress caused by such uncertainty

becomes a regular part of their job. This may be very much psychologically destructive.

A task demand with which most teachers are familiar is overload simply having too much work. People may feel overloaded either by the quantity of work they are supposed to be performing or by the quality of work expected. They may not feel they have the skills to do the job rightly.

2.18 PHYSICAL DEMANDS:

The work environment can cause stress because of its physical demands. Truck drivers are familiar with the burnout of staying awake and alert for hours on end and construction workers know the burnout of carrying heavy loads in dangerous places. Physical burnout can also occur indoors. Temperature can play an especially important role. Most people recognise the difficulties inherent in working outdoors in extreme temperatures. But any one who has worked indoors when the office heating or cooling system has failed knows that indoor temperature can produce stress as well.

2.19 ROLE DEMAND:

Every position in an organization carries with it a set of behaviours known as a role and particular role demands can be burnout. A teacher who wants to be

friendly with students will find his/her efforts to grade and discipline them suffer from role conflict from the clashing of two or more roles. Some one who is appointed to a new position in an organization might feel stress as a result of role ambiguity, of not knowing exactly what is expected of his position

2.20 INTERPERSONAL DEMANDS

Perhaps the most complex and common organizational stressors are interpersonal demands. Group pressures can include such things as the pressure to produce a certain amount of action in a certain way, or even participate in certain after hour activities like soft ball games

2.21 SYMPTOMS OF BURNOUT

Burnout shows itself in a number of ways. For instance, an individual who is experiencing a high level burnout may develop high blood pressure, and the like. These can be brought under three general categories, Physiological, Psychological and behaviour symptoms

2.22 PHYSIOLOGICAL SYMPTOMS

Most of the early researches concerning burnout were directed at Physiological symptoms. This was predominantly due to the fact that the topic was researched by specialists in the health and medical sciences. This research led to the conclusion that stress could create changes in metabolism, increase in

heart and breathing rates, increased blood pressures, and bring on head aches, and induce heart attacks.

The link between burnout and particular physiological symptoms is not clear. There are few, if any, consistent relationships. This is attributed to the complexity of the symptoms and the difficulty of objectively measuring them. But of greater relevance is the fact that physiological symptoms have the least direct relevance to studies of organizational behaviour. Our concern is with behaviours and attitudes. Therefore, the two other symptoms of burnout are more important to researchers.

2.23 PSYCHOLOGICAL SYMPTOMS:

Burnout can cause dissatisfaction. Job related burnout can cause job related dissatisfaction. In fact it is the simplest and most obvious psychological effect of burnout. But burnout shows itself in other psychological states, for instance, tension anxiety, irritability, boredom and procrastination.

The evidence indicates that when people are placed in jobs that make multiple and conflicting demands or in which there is a lack of clarity as to the incumbents duties, authority and responsibilities, both burnout and dissatisfaction are increased.

Similarly, the less control people have over the pace of their work, the greater is the burnout and dissatisfaction. While more research is needed to clarify the relationship, the evidence suggests that jobs that provide a low level of variety, significance, autonomy, feedback, and identity to incumbents create burnout and reduce satisfaction and involvement in the job.

2.24 BEHAVIOURAL SYMPTOMS

Behaviourally related burnout symptoms include changes in productivity, absence and turnover as leadership styles. Some people have difficulty in behaving that they are doing a good job unless they get regular positive feedback from the boss. Such persons may feel burnout, when working under a boss who is aloof and unsupportive. On the other hand, some workers like to be independent and they may feel pressured to conform if the boss came around frequently checking on them.

2.25 CONSEQUENCES OF BURNOUT

The individual consequences of burnout can be behavioural, psychological and medical.

The following items, explain the consequences of burnout.

CONSEQUENCES OF BURNOUT

- 1 Nervousness & Tension
- 2 Chronic worry
- 3 Inability
- 4 Problems with sleep
- 5 Uncooperative attitudes
- 6 Feeling of inability to cope
- 7 Emotional instability
- 8 Excessive use of alcohol drugs and/or smoking
- 9 Digestive problems
- 10 High blood pressure

2.26 BEHAVIOURAL CONSEQUENCE

Burnout often results in changes in the individual behaviours. The burnout person may drink more, become violent, become more prone to accidents or have trouble in sleeping. Researchers have clearly shown that smokers tend to smoke more when they are stressed. Such behavioural changes may also influence people associated with the burnout person.

2.27 PSYCHOLOGICAL CONSEQUENCES

Burnout can play havoc with a person's mental health and sense of well being. People who experience too much burnout at work often come home depressed and sleep too much or too little. The interactions with others may be surely strained and they may encounter sexual difficulties as a result of burnout.

2.28 MEDICAL CONSEQUENCES

The more the researchers learn about the connections between our physical and mental health, the more burnout becomes implicated in contributing to a wider variety of medical disorders. For years burnout has been linked to heart disease, stroke, ulcers, headaches, backaches and various intestinal disorders.

This chapter has attempted to define the organizational climate and Teacher burnout conceptually. It has also given an account of eight dimensions relating to the organization climate and seven dimensions relating to teacher burnout. The factors relating to the organization climate have a significant impact on Teacher burnout. It has been proposed to investigate into the association between the organization climate and the teacher burnout dimensions. Since teacher burnout could be the consequence of any of the organization

climate dimensions, it is necessary to know how the two aspects of climate and burnout as interrelated. Since an understanding of teacher burnout is necessary to remedy it and since burnout may be related to organization climate it becomes essential to study the two as interrelated aspects. Therefore the present study was undertaken to study teacher burnout in relation to the organisation climate dimension.

REVIEW OF RELATED LITERATURE

CHAPTER - III

3. REVIEW OF RELATED LITERATURE

3.1 Introduction

3.2 Studies on organizational climate

3.3 Studies on Teacher burnout

3.4 Summary of Review

CHAPTER - III

REVIEW OF RELATED LITERATURE

INTRODUCTION

3.1 The study of relevant literature is significant because it helps in identifying the field in which research work is to be undertaken and in delimiting the area and the topic. It is also significant because it helps to relate the various components involved in investigation and facilitates in placing specific research projects in perspective.

Organization climate, and teacher burn out are basic concepts in the Educational system. Because they are very important concepts in the educational process, they have received the attention of many educationists, sociologist, psychologists, research scientists and practitioners.

In this chapter research works done in organizational climate and teacher burnout are reviewed with the above purpose.

3.2 STUDIES ON ORGANIZATIONAL CLIMATE

The studies conducted on organizational climate are reviewed in this sub-section.

1. SHARMA: ML (1974) conducted the organizational climate of Secondary Schools of Rajasthan.

The results of the study were in conformity with the findings of Halpin and Croft. With respect to the principal's behaviour, significant positive Correlations were found between

- i) Faculty age and disengagement.
- ii) Faculty size and disengagement.
- iii) Teaching satisfaction and school climate,
- iv) Headmaster effectiveness and school climate
- v) Leadership behaviour of the Principal and school climate
- vi) School academic achievement index and humanized thrust,
- vii) Esprit, controls and humanized thrust.
- viii) School climate and Teacher satisfaction
- ix) Headmaster effectiveness and school effectiveness

2 THIRUPPATHI(1978) conducted a relational study between organisational climate and teacher attitude. The study revealed that

- i) Under rural - urban dichotomy of intermediate colleges, only an autonomous climate was significant
- ii) Under Government - Private dichotomy percentage difference an open climate was significant.

iii) There existed a statistically significant relationship between thrust and attitude towards child centred practices and

iv) Disengagement had a significant negative relationship with attitude towards class room teaching and teachers

3 KUMAR'S (1978) study on Organizational climate and teaching personality needs revealed that

1 The colleges of Haryana were different among themselves with regard to their organizational climate

2 The rural colleges had more open type climate than the Urban colleges

3 The faculty size of a college did not affect the organizational climate

4 The Private colleges had more open type of Organizational climate than the Government colleges

5 Sex did not affect the organizational climate

6 Irrespective of the location, size and sex of the faculty members and the type of management of the colleges the teachers' group behaviours were uniform and so too Principals' leadership behaviour

7 All the dimensions (except thrust) of Organizational Climate were positively related to the student achievement Index

4 KHERA (1980) examined the organizational climate and Educational environment of Sainik schools. The study revealed the following findings

1 There were wide variations in the educational environment and organizational climate of different sainik schools

2 The Principals and the Teachers of different sainik schools were different significantly in their behaviour variables

3 Results on the organizational climate of all the Schools revealed that the intensity of these variables differed significantly from school to school

4 In seven schools the variables of the Principals' behaviour were more dominant than those of the Teachers' behaviour. In six schools, those were equal and in four schools the Teaching behaviour variables were strong

5 The variables of educational environment revealed that no two schools tallied with each other and that they differed significantly on need and press variables, which could be due to the fact that each school had institutionalized various type of public appearances which were displayed through their students

5. BHATNAGAR (1942) undertook a research which focussed its attention on identifying and evaluating the organizational climate prevailing in the Teacher Training institutions in Uttar Pradesh. It was proposed to concentrate on the differential characteristics of the organization climate.

The following conclusions were drawn from the study:

1. The rural institutions held high level of discipline and control and high academic emphasis as compared to the urban institutions. On the other hand, the urban institutions were high on democracy and freedom.
2. The men's Training colleges had better social support, greater thrust more academic emphasis and better discipline and control than the women's Training colleges.
3. The Trust and academic emphasis were more predominant in the climate of departments of education than in the climate of the college department. But on the whole the climate of the two groups of Teacher Training colleges were similar.
4. The organizational climate affected the effectiveness of the institutions.
5. Teacher Training institutions had a unique kind of climate.

6. CHOPRA (1982) conducted a study of the Organizational climate of schools in relation to job satisfaction of teachers and students' achievement. The study also aimed at identifying the areas of job satisfaction of teachers in schools with different organizational climate and aimed at identifying the different areas of job satisfaction. The study also was to focus on student achievement and the socio-economic status in schools with different organizational climate.

Tools used for the research investigation were:

1. Organizational climate descriptive questionnaire.
2. Wall's Teachers' job-Satisfaction inventory.
3. Jalota and Kappor's Socio-Economic status scale.
4. Revan's standard Progressive methods and achievement Proforma.

The following were the findings of the study:

1. Among the six climates, the open climate schools showed higher teacher job-satisfaction followed by the autonomous, familiar, controlled, closed and paternal climate schools respectively.
2. Overall job-satisfaction of the teachers in the open climate schools was significantly different from that of the teachers in the closed and paternal climate schools at 0.05 level.

3. The Schools having other five types of climate did not show significant difference among themselves in respect of overall job-satisfaction of the teachers even at 0.05 level.

4. Out of the fifteen areas of teacher job-satisfaction, only in two areas, namely Supervision and Identification with Institution, there were significant differences among different climate type schools.

5. The teachers in the open climate schools had significantly higher job-satisfaction in the area supervised than those in closed climate schools at 0.05 Level.

6. Job-Satisfaction of the teachers related to the area identification with investigation was significantly higher in the open climate schools than in the paternal and closed climate schools at 0.05 Level.

7. Students achievement (adjusted for intelligence and socio-Economic status) was not significantly different in climate type schools even at 0.05 Level.

7. VARSHNEY.N. (1974) made a study on Organization climate of schools in Delhi. The study revealed that:

1. There were six types of Organizational climate in different types of Schools in Delhi. They were open, autonomous, controlled, familiar, paternal and

closed. In all, 29.82 percent schools had open climate 14.91 percent, autonomous, 14.91 percent controlled, 8.52 percent familiar, 6.39 percent paternal and 23.43 percent closed.

2. The dimensions of organizational climate which tended to distinguish the school climate were aloofness, hindrance, esprit and intimacy.

3. The autonomous type of school climate was better than the other climates, for the adjustment of the students followed by the familiar, controlled, paternal, closed and open.

8. RAMA (1981) studied the “professional commitment of home science college teachers in India and its relationship to personal and professional characteristics and to organizational climate”.

The study arrived at the following conclusions:

- i). The majority of home science college Teachers had a moderate level of value commitment and continuous commitment to teaching.
- ii). Value commitment which implied interest in teaching for its own sake was predominant in the professional commitment of majority of the Home science teachers.

iii). The pattern Characteristic of the teachers with a high level of commitment differed significantly from that of the teachers with a higher level of value commitment.

iv). A majority of the home science colleges and University departments had an open Organizational climate and continuous commitment to teaching was not significantly associated with organizational climate.

9. DEKA (1982) conducted a study of organization of pre-primary Education.

Major aims of the study:

- 1) To survey the organization pattern-Pre-primary education both under public and private management.
- 2) To analyse the trend of development of pre-primary Education in the state of Assam.

The findings of the study were:

- 1) There did not exist a definite set of objectives for Pre-School Education.
- 2) There was shortage of components, qualified and trained educational administrator.

10.HERIDIA (1984) conducted the structure and performance of college Education.

The major objective of the study was to examine the internal organizational structure of selected arts and science colleges affiliated to Bombay university with special reference to organization, principles of bureaucracy etc.

The findings of the study were:

- i) The principal's influence was seen clearly as dominant in all areas of college organization.
- ii) The colleges had a high degree of bureaucratization and low professionalisation Bureaucratization was positively affected by institutional complexity and negatively by institutional age.

11. KRISHNARAJ.J.R.(1985) conducted the study of organizational structure, leadership behaviour and decision making in autonomous and affiliated colleges.

The following were the findings of the study:

1. There was more specialization in autonomous than in affiliated colleges.
2. Both types of colleges were highly formalized, but affiliated colleges experienced more breaches of formalization than the autonomous colleges.
3. There was a lower level of centralization in autonomous colleges.
4. Consulting lower levels of hierarchy was higher and more frequent in autonomous colleges.

5. The departments of affiliated colleges were more autonomous than the departments of autonomous colleges.

6. There was no difference between the two types of colleges in leadership behaviour. The two types of colleges differed only in two dimensions viz. representation and integration out of the 15 dimensions studied.

7. Principals in the two types of colleges differed in four dimensions of decision making viz. request advice, receptivity to advice, independence of judgment and explicitness of method.

12. ABDUL SAMED (1986) conducted a study of Organizational climate of Govt. High Schools of Chandigarh and its effect on job-satisfaction of teachers.

OBJECTIVES :

i) To identify the climate of schools as well as the degree of job satisfaction of teachers.

ii) To determine whether a significant relationship existed between organizational climate and job-satisfaction of teachers

iii) To find out the relationship between biographical characteristics and perceptions of the organizational climate. The biographical characteristics were sex, age, total teaching experience and teaching experience at the present school.

The data for the study were collected from 175 teachers selected randomly from 18 Govt high schools of Chandigarh. They were administered

1) The Halpin and Craft organizational climate Description Questionnaire(2)

The Gaba Teacher Job Satisfaction Scale

FINDINGS

1 The teachers in more open climate schools enjoyed more job-satisfaction than teachers of less open climate schools

2 Teachers in more open climate schools enjoyed more job-satisfaction with respect to 'Principal than Teachers in less open climate schools

3 Teachers in more open climate schools were more satisfied with respect to colleagues than teachers in less open climate schools

4 Teachers in more open climate schools were more satisfied with the facilities provided in schools than teachers in less open climate schools

5 Teachers in more open climate schools were more satisfied with respect to miscellaneous regarding personal characteristics than teachers in less open climate schools

6 No significant differences were found between teachers working in open climate schools and teachers working in less open climate schools on the Sub-Scales, manager, society, emoluments and students

7 There was no significant relationship between the dimension of disengagement and the sub-scale, manager, society emoluments and facilities

8 No significant correlation existed between organizational climate dimensions hindrance, intimacy and aloofness and all the eight sub-scales of job satisfaction scale

9 There was a positive correlation between dimension of esprit and four sub-scales job-satisfaction viz Principal colleagues, students and some characteristics

10 Production emphasis was significantly related with Job-satisfaction sub-scales principal and emoluments

11 A significant positive correlation was found between the dimension of thrust and sub-scales of Job-satisfaction, viz Principal manager colleagues, emoluments, facilities, students miscellaneous regarding personal characteristics

12 The dimension of consideration was significantly related with six sub-scales of Job-Satisfaction, viz Principal Manager, Society, emoluments, facilities and miscellaneous regarding characteristics

13 Male and Female Teachers did not differ significantly in their perception of some dimensions of organizational climate, viz disengagement, hindrance, intimacy, aloofness, production emphasis, thrust, and consideration

14 Teachers belonging to lower age group (20-30 years) perceived disengagement to be higher than those of the over age group (42 - years)

15 Significant difference was found among the four groups of Teachers categorized on the basis of experience 0-5 years, 6-12 years 12-17 years and 18 years and above on the dimension *esprit*. But no difference was found in these groups on the dimensions of hindrance, intimacy, aloofness, production emphasis, thrust and consideration

16 Female Teachers expressed greater openness of climate than their male counterparts

17 Teachers belonging to the lower age group (20-30 years) expressed lesser openness of climate than the other two, older, age groups (i.e. 31-41 years and 42 years and above)

18 Teachers with 18 years or above teaching experience expressed greater openness of climate than those with 0-5 years of teaching experience

19 Female teachers were more satisfied with their job than their male counterparts

20 Teachers of 20-30 years of age were less satisfied with sub-scale "Principal" of the job-satisfaction scale than teachers above 42 years of age

21 Teachers with fewer years of teaching experience (0-5 years) indicated significantly less satisfaction with 'Principal' than Teachers with more years of teaching experience

13 GARGNK (1984) conducted a study on Teachers' professional responsibility in relation to administrative styles and organizational climate at secondary level

OBJECTIVES

- i) To study the extent of a sense of professional responsibility present in the teachers, of secondary schools in the context of the type of school, boys-girls, Government private, rural-urban, large-small
- ii) To study how teachers' professional responsibility was related to administrative style of Principal headmaster and
- iii) To study how teachers' professional responsibility was affected by the organizational climate of the schools

FINDINGS

- 1) The degree of teachers' sense of professional responsibility was less in some secondary schools while it was more in others
- 2) Teachers' sense of professional responsibility was not normally distributed in the sample
- 3) Teachers of girls' schools were significantly more responsible professionally than teachers of boys' schools
- 4) The type of management of the institution was associated with Teacher's sense of Professional responsibility

5) The level of sense of professional responsibility of teachers of urban schools was found to be significantly higher than that of the teachers of rural schools

6) The size of a school was not a contributing factor to the teacher's professional responsibility

7) Principal's administrative style was not linked with the level of a teacher's sense of professional responsibility

8) Teachers in 'high support and satisfaction' climate was found to be more responsible professionally than teachers in 'low support and satisfaction' climate schools. In the same way teachers in 'high thrust' climate schools were found to be more responsible than teachers in 'low thrust' climate schools. Teachers in 'high discipline and control' climate schools were also found to be more responsible than teachers in 'low discipline and control' climate schools. Teachers in schools with 'low lack of facilities' climate were also found to be more responsible than teachers in schools with 'high lack of facilities' climate.

9) The remaining dimensions of organizational climate namely disharmony, hindrance, authoritarianism, democracy and freedom and academic emphasis were found to have no significant relationship with teachers' sense of professional responsibility.

14 RAJ T A (1984) conducted a study of the organization and Administration of student Teaching Programmes in the Secondary Teacher Education Institutions

FINDINGS

- 1 The nature of the Organization and administration of student Teaching Programmes showed considerable diversity in terms of practices
- 2 The recommendations of several expert committees, seminars, conferences, and study and commissions regarding the qualitative improvement of students teaching-programmes had not been implemented in the Teacher Training Institutions so far
- 3 In general, pre-student-teaching experiences provided to students by the Teacher training institutions were not sufficient in terms of skills and techniques of teaching required in the classroom situation
- 4 Many institutions had audio- visual materials and equipment available with them but they were not utilizing them properly
- 5 In a majority of institutions the title of the person looking after the student teaching programme was 'Incharge of Student Teaching' These persons devoted about 20 percent of their time for the student teaching programme Consequently they could not attend to many important duties related to the organization, and administration of the student teaching programme required of the 'Incharge of student teaching'

6 In general, the Incharge of student teaching, the college supervisor, and the co-operating teacher held adequate academic and professional qualifications

7 The majority of institutions assigned 20 student-teachers to each college supervisor

15. PATHAK SP (1985) undertook an evaluative study of the Administrative and organizational pattern of Inservice Education for secondary school personnel in India

OBJECTIVES

i) to study the historical growth and development of inservice education for secondary school personnel as a movement with its developmental stages from 1955 to 1978

ii) to study the administrative and organizational set-up that managed the inservice education during the period

iii) to know, (a) whether any change took place in the set-up arising out of circumstances

b) Whether any definite direction was followed leading to the emergence of any administrative pattern, and

iv) Whether any process/ processes evolved or strategy/ strategies adopted for

to purpose and evaluate the administration of inservice education in relation to its components, namely planning, organization, control, direction and co-ordination.

FINDINGS:

1. The idea of inservice education emerged during the period 1947.
2. Concrete proposals were made for the management of inservice education between 1947 and 1955.
3. The primary objectives of the administration between 1955 and 1957 was policy making.
4. Between 1959 and 1961 the main thrust was towards facilitation and removing short comings inherent in the administrative and organizational set-up.
5. Between 1961 and 1966 the policy was expansion.
6. Between 1966 and 1969 efforts were directed mainly towards qualitative improvement.
7. Between 1969 and 1978 the main objective was consolidation and stabilization of the programme.
8. Administrative set-up made efforts to provide democratic leadership rather than an authoritarian laissez faire one.

9 During each of the above historical stages (1955-1969) the administration made efforts to decentralize its working by delegating more and more powers to the states/local managements

16. SWATANTRADEVI.TK (1985) Conducted a study of the Role perceptions of Teachers and principals in relation to organizational climate in the secondary schools in Madras city

OBJECTIVES·

i) to measure, identify and classify the organizational climate of the schools as perceived by the teachers and principals in the secondary schools in Madras and to study the differences between them.

ii) to measure, identify and classify the leadership behaviour patterns of the principals as perceived by the teachers and principals and to study the perceptual differences between them, and,

iii) to measure, identify and classify the task and person-oriented leadership styles as perceived by the teachers and principals and to study the perceptual differences between them

FINDINGS

1 The teachers generally perceived the organizational climate of their schools to be closed whereas the principals perceived it to be open

2. Both principals and teachers perceived the leadership behaviour of the principals to be mostly in the HH pattern.

3. Teachers perceived their principals as extremely task oriented whereas the principals perceived themselves to be extremely person oriented.

4. Perceptual differences between teachers and principals was more in autonomous climate and less in controlled climate with respect to task-oriented leadership style whereas it was more in closed climate and less in autonomous climate with respect to person-oriented leadership style.

5. The highest perceptual difference with respect to task oriented leadership style was found in the LL pattern and the lowest in the HL pattern, whereas with respect to person-oriented, while principals perceived the LL pattern as less task oriented and the HL pattern more person-oriented.

17. BAVAKUTTY.M. (1984) conducted a study of the organization and utilization of libraries in Higher Educational institutions in Kerala.

OBJECTIVES:

i) To assess the existing state of libraries in the colleges under study with respect to their administrative set-up, organizational efficiency, mode of financing, method of book selection and acquisition, technical processing, serving personnel and physical facilities.

ii) to assess the existing Library facilities and resources in the colleges under study, in terms of their ability to cater to the varied requirements of modern higher Education.

iii) to study the service efficiency of the libraries under study with the help of indices like the rate of use of Library resources and facilities by both the students and the teachers in the institution, and

iv) To work out solutions for some of their crucial problems so as to ensure a more efficient organization and operation.

FINDINGS:

1. No Library advisory committee was functioning in the majority of colleges.

2. In a majority of the colleges, the traditional practice of placing a teacher in charge of the library, as a control over the Librarian, was in evidence. The status of the librarian, in this situation, was reduced to that of a clerk or an attender.

3. Nearly 75 percent of the colleges covered by the study maintained departmental libraries besides a central Library.

4. The main sources of finance for a college library being special fees from students, Government and UGC grants there were variations in finance
5. The percentage proportion of annual expenditure to the total college expenditure varied between six and nine, The average percentage was far below the proportion recommended by the education commission (1964).
6. The colleges under study did not follow any scientific principles for selection of books.
7. In nearly 90 percent of the Government colleges libraries and 60 percent of the private college libraries the books were not properly classified and catalogued.
8. Private colleges had an average collection of 17,574, volumes as compared to the average of 14,854 volumes of Government colleges. There was no relationship between book collection and strength of students in the colleges.
9. The Libraries were open on all working days but the colleges differed in the working hours.
10. Special library services were not attempted in any of the colleges under study.
11. The salary of colleges librarians was very low.

12. The general qualification of librarians varied widely with only 50 percent having a bachelor's degree in library science.

13. Physical facilities of libraries were very poor, with only 24 percent having separate buildings.

14. Only a small percentage of teachers were satisfied with the condition of libraries.

15. The frequency of use of library by students was satisfactory, but there were no differences between the different classes of students.

16. The libraries were used more for extracurricular requirements than for curricular purposes by students, and vice versa by teachers.

17. The extent of borrowing books from the library, general as well as special subjects, was not satisfactory for students but was satisfactory for teachers.

18. METHI.SN (1985) conducted an investigation into the relationship between organizational climate of schools and diffusion of innovations.

OBJECTIVES:

i) to identify and classify the secondary schools of Jaipur district according to their respective climates.

ii) to study the status of diffusion of innovations in the secondary schools of Jaipur district.

iii) to investigate into the relationship between organizational climate of schools and diffusion of innovations and

iv) to investigate the relationship between the organizational climate types of schools divided on the basis of area, sex, management, and size and diffusion of innovations in those schools

FINDINGS

1 The 'paternal' climate was the most frequently perceived followed by the "controlled", autonomous, 'open' familial, and 'closed' climates

2 In rural schools the 'controlled' climate was more frequently seen whereas 'closed' climate was seen the least

3 In urban schools and boys schools the paternal climate was mostly seen while 'open' climate was seen the least in these schools

4 All the dimensions of diffusion of innovations were found positively significantly related with their schools climate of Government, girls, big urban and small rural groups of schools

5 Significant positive correlations were found between organizational climate of schools and diffusion of innovations in Jaipur district (0.943), school organizational climate and diffusion of class room teaching learning innovations (0.943), diffusion of innovations and school climate of Government schools (0.943)

6 Significant difference was found between Government schools and recognized secondary schools in the proportion of distribution in terms of their organizational climate.

7. Boys secondary schools did not differ from girls secondary schools in terms of their proportion of distribution of climate type.

19. MISTRY, DH (1985) conducted a study on the quality of school life as a function of organizational climate and pupil control ideology.

OBJECTIVES:

i) to study the influence of some biological variables of students and some physical variables pertaining to school on the quality of school life.

ii) to study the impact of organizational climate on the quality of school life.

iii) to study the impact of pupil control ideology of teachers on the quality of school life.

iv) to study the effect of biological variables of teachers on school climate.

v) to study the impact of organizational climate on pupil control ideology.

vi) to study the impact of biological variables of teachers on pupil control ideology, and

vii) to classify the secondary schools in Sorat district on the basis of quality of school life organizational climate and pupil control ideology.

FINDINGS:

1. The study revealed that out of 100 schools, 38 were good, 36 were average and 26 were poor in terms of quality of school life.
2. Area sex and socio-economic status did not influence the quality of school life.
3. With respect to organizational climate, out of 100, 37 schools were open, 37 intermediate and 26 closed.
4. Biological characteristics of teachers were not related to their school climate.
5. In terms of pupil control ideology, out of 100 schools 53 were humanistic and 47 were custodial.
6. Urban and girl schools were comparatively more humanistic than rural and boys schools.
7. Quality of school life was found directly proportional to the climate.
8. The dimensions of climate played their role in building the pupil control ideology.
9. With the increase of positive dimensions and decrease of negative dimensions of climate satisfaction, commitment to classwork and the reactions to teachers had increased.

10. The correlation between quality of school life and pupil control ideology was 0.508. It indicated that with the loss of custodial control ideology, there was more of the good quality school life.

11. The study revealed that there was room for improvement in the three key aspects of school life the class room the organizational climate of the school and school community relations. All the three facts must be taken into account for ensuring educational improvement.

3.3 The studies conducted on Teacher Burnout are reviewed in this subsection.

AGARWAL.V.(1983) conducted a study of stress proneness adjustment and job satisfaction as predictors of administrative effectiveness of principals.

OBJECTIVES:

i) To study the relationship between principals', stress proneness and their administrative effectiveness.

ii) To study the relationship between principals' adjustment and their administrative effectiveness.

iii) To study the relationship between principals', job satisfaction and their administrative effectiveness and

iv) To study the relationship of stress proneness, adjustment and job satisfaction of principals combined with their administrative effectiveness.

FINDINGS:

1. Stress proneness of principals was not significantly related to their administrative effectiveness.
2. No relationship was found between teacher based stress proneness of principals and their administrative effectiveness.
3. The administrative effectiveness of principals was not related to stress proneness emanating from students.
4. Community based stress proneness of principals was not found to contribute to their administrative effectiveness.
5. Ministerial staff-based stress proneness was found to be significant predictor of principals' administrative effectiveness.
6. Management-based stress proneness of principals was found to be significantly related to their administrative effectiveness.
7. Higher authorities- based principals' stress proneness was not found to be related to their administrative efficiency.
8. Principals' adjustment was found to be a powerful predictor of their administrative effectiveness.
9. Adjustment of principals to the teachers was not found to be significantly related to their administrative effectiveness.

10. It was found that principals' adjustment to students was highly related to their administrative effectiveness, A similar result was found in the case of principals' adjustment to ministerial staff.

11. The adjustment of principals to management was not found to be related to their administrative effectiveness.

12. Principals' adjustment to the community was not found to be a significant predictor of their administrative effectiveness.

13. Principals' adjustment to higher authorities was not found to be a significant factor of principal's administrative effectiveness.

14. Principals' stress proneness adjustment and job satisfaction combined together were found to be significant predictors of their administrative effectiveness.

15. When only adjustment and job satisfaction were combined the relationship dropped.

16. Stress proneness of principals was not found to be related to their adjustment.

17. A very low correlation was found between principals' stress proneness and their job-satisfaction.

18. The adjustment of principals and their job-satisfaction were found to be mutually related and related to their administrative effectiveness.

AGARWAL.M.A.(1985) conducted a study of life stresses among university students.

HYPOTHESIS:

1. Evaluation of events in terms of distress and balance of effect, compared to change would be more closely associated with measures of strain.
2. Undesirable events would be more closely associated with strain than desirable ones.
3. The self assessment of stress is expected to predict strains better than the use of average scale value.
4. Weighted stress scores compared to simple stress scores would be more highly correlated with measures of strains.
5. Subjects stress scores given due weight would predict strains better than otherwise.

FINDINGS:

1. The simple stress score was a powerful predictor of strain, but the subjective assessment of events for the amount of distress they evoked (but not for charge and balance of distress and relief) was more strongly correlated with the measure of strain. Weighted stress score based on ratings was only as highly correlated with the subjects symptom scores as the simple stress score.

2. The events which occurred in one year prior to the study had consistently higher correlations than correlations of shorter periods within that year or the total life span excluding this one year.

3. Life events did account for a significant proportion of variance in system scores but shared no variance in the number of times a subject sought medical help from a doctor. Not all but only undesirable events could account for this variance, and from among undesirable occurrences, those which were threatening to the ego and related with the indisposition of the family members were more crucially linked with illness symptoms, Stresses emanating from interaction with family and study environment were also important contributions to strains.

4. The occurrence of day-to-day problems had higher pathogenic significance than even major life events.

5. There was a trend towards higher correlations on weighting for stress of recurrence but the differences between the two types of correlations were not significant.

6. Stress scores were higher in the case of males compared to females, Muslims compared to Hindus, rural students compared to urban students, students living in hostels, hired rooms or lodges compared to those, staying in their own homes.

CHAKRAPANI (1985) conducted a study of traditional paradigmatic study of unemployment as a stress among unemployed graduates and post graduates.

OBJECTIVES:

- i) to findout the relationship between age and stress
- ii) to findout the effects of education of parents on the stress among the unemployed.

FINDINGS:

- i) Age was a positive contributor to stress.
- ii) Intermittent job experience was a predictor of stress.
- iii) The respondent's unemployment anxiety was aggravated by his educated mother's anxiety.
- iv) The five stress indicator responses, viz. emotionality, radicalism, hostility behaviour adjustment and health did not interrelate with one another. Emotionality was consistent in its association with behaviour.
- v) Taking emotionality as an indirect stress indicator response, regression analysis showed that self esteem, selective job preference and delinking of education from jobs contributed to lower emotionality among the educated unemployed.
- vi) Perceptual and personality factors had a great role in stress response.

MISTRY (1985) Studied the need achievement, job satisfaction, job involvement, as a function of role stress, of control and participation in

academic climate. The investigation was an attempt to fill some of the gaps in the existing field of knowledge regarding various types of role stresses the teaching population faced. The study revealed that inter-role distance, role-stagnation, role-ambiguity, role overload, role inadequacy and overall indices of role stress had been found to be negatively associated with all but social relations dimensions of job satisfaction.

MEHTA (1985) under took a study of role conflict of teachers.

OBJECTIVES:

i) to identify potential role conflict situations as perceived and experienced by Secondary School Teachers.

ii) to study relationships between teachers' characteristics (age, experience, professional status etc.) and overall levels of perceived and experienced role conflict.

iii) to find out relationships, if any, between perception and experience of role conflicts and the experience of worry felt by teachers.

FINDINGS:

1. The relationship between the role conflict perceptions and age, location of schools and linkage with professional associations was found to be significant.

2. Teachers, perceiving and experiencing a higher level of worry had more role conflict than those who perceived and experienced a low level of conflict.

MISRA (1986) Conducted a study on meaning in life, stress and burnout in teachers of Secondary Schools in Culcutta

OBJECTIVES

- i) to identify the main sources of stress in teaching and to investigate if teachers varied in the extent of experienced stress
- ii) to study if teachers varied in the extent of perceived burnout
- iii) to study the relationship between stress and burnout, meaning in life and stress and meaning in life and burnout in teachers

FINDINGS

- i) The relationship between stress studied through test and stress reported by Teachers was highly significant,
- ii) Age difference was significant with regard to stress of teachers
- iii) The sample teachers had a lower degree of burnout
- iv) Sex difference was significant on the burnout variable
- v) There was negative relationship between meaning in life and stress and stress variables measured by tests as well as self reporting items of stress
- vi) The five stress indicator responses viz emotionality, radicalism, hostility, behaviour adjustment, and health did not interrelate with one another

MAMOTADAS (1991) Conducted a study on social support and burnout

OBJECTIVES:

1. Sexwise comparison of social support from family, friends and colleagues when coping with burnout.
2. Agewise comparison of social support from family, friends and colleagues when coping with burnout.

HYPOTHESES:

- 1 There is no significant difference between the burnout of male and female teachers for social support from family, friends, and colleagues.
- 2 There is no significant difference between burnout of teachers of different age groups for social support from family, friends, and colleagues.

FINDINGS:

1. Female teachers were reluctant to share their feelings and concerns about their jobs with their friends and colleagues than male teachers.
2. Teachers in the 20-30 age group feel a greater need to talk about their problems and concerns with colleagues than teachers in the 41 and above group.

KASINATHAM (1995) Conducted a study on burnout among college teachers.

OBJECTIVES:

To study the extent of burnout syndrome among the participants of refresher course in academic staff college in terms of-Emotional Exhaustion, Depersonalization and Personal Accomplishment.

HYPOTHESIS:

There is no difference in the extent of burnout among the participants of refresher course in terms of emotional exhaustion, depersonalization and personal accomplishment

FINDINGS:

- i) Seventy percent of the participants were cases of burnout on one or the other aspects of the burnout syndrome.
- ii) Twenty percent of the participants were found to be complete burnouts on emotional exhaustion, depersonalization and reduced personal accomplishment.
- iii) Fifty percent of the participants were partial burnout experiencing one or the other feelings of emotional exhaustion, depersonalization and lack of personal accomplishment.
- iv) Thirty percent of the participants were no burnouts.
- v) Depersonalization was the area where there was a maximum burnout (50 percent) and emotional exhaustion was the area where there was a minimum burnout (40 percent)

BONN (1981) investigated the extent to which randomly selected elementary teachers in Virginia public schools have been affected by the burnout phenomenon and to determine if any of variables like years of Teaching experience, age, educational setting, educational attainment of the teacher, grade level taught and presence of a support system significantly relate to the appearance of the phenomenon. (The majority (5%) of the randomly sampled elementary teachers were experiencing mild burnout External levels of burnout were being experienced by 9% of the teachers

Age, Sex, grade level taught, years of Teaching experience and presence of a support system and location of the Educational setting were not found to have a statistically significant relationship to burnout

COLASUNDRA (1981) investigated the magnitude of burnout as measured by self-diagnosis and an established validating inventory in 215 Public School Teachers in Sandiego 16% were rated burnout by the inventory whereas 52 % reported themselves burnout Burnout was equally frequent at all ages but age group 30-39 was over represented From the other findings Colasundria concludes that the problems seemed to arise more from high self expectations than from the demands of the organization and other extrinsic conditions

MALANOWSHI (1981) examined whether there were any significant differences among categorical classifications of teachers with respect to their

degree of burnout in Ohio. Significant differences were found in the degree of burnout when they were classified according to sex, grade level taught, years of teaching experience and number of students taught. However, there was no significant difference in burnout when they were classified according to marital status; age or educational attainment.

PRESLY (1981) investigated whether the teachers of handicapped children are subject to a syndrome called burnout. 576 teachers of seven special education districts south of southern Illinois were surveyed. Findings revealed that none of the factors dealing with teaching assignments were found to be statistically significant indicators of burnout-However, teachers of behaviorally disordered children were significantly related to low scores on personal accomplishment.

FIELDING (1982) examined whether personality characteristics of teachers affect their perceived level of stress and burnout, and whether school climate interacts with personality factors to influence stress and burnout. 162 Teachers in nine Senior/Middle Schools were randomly selected for the study. Teachers reported a moderate to substandard amount of stress and burnout on size scales measuring these variables. The highest level of stress was generally reported in interpersonal situations, and second highest level was reported in new situations. As predicted, teachers having

- i) Negative attitude and beliefs about students.
- ii) An external locus of control, and
- iii) Intolerance of ambiguity,

Reported more stress and burnout than other teachers.

Also relationship between personality factors and interpersonal stress was stronger in schools with negative work climate than in schools with a positive work climate.

CREUS (1983) examined the relationship between teachers burnout and organizational design in 306 Teachers in North Carolina with the MBI and on organizational design survey developed by the investigator. 'Blacks' experienced less emotional exhaustion than 'whites'. 'Academic' Teachers experienced more depersonalization than 'vocational' teachers. Those who were teachers in Graduate' schools reported more personal accomplishment than their counterparts not in school. Those reporting dissatisfaction with salary and those who said they would not teach again, if given a chance, experienced more emotional exhaustion, more depersonalization and less personal accomplishment.

SINGAR (1984) undertook a study to determine the relationship between teacher burnout and the leadership style of the principal as perceived by the teacher. The study also tried to examine if significant differences on burnout

measures existed between the teacher's sex, age and length of service. Singar reported, among other things, the following findings.

1. Significant relationships were observed between teacher burnout and the perceived leadership style of the principal. Teacher enthusiasm was positively related to each of the two leadership styles. However, teacher frustration and alienation were negatively related to each of the two styles. Teachers in schools with principals who demonstrated high levels of initiating structure behaviour or consideration behaviour were enthusiastic. Teachers in schools with principals who demonstrated high levels of initiating structure behaviour or consideration behaviour experienced fewer symptoms of frustration and alienation. Teachers in schools with principals who demonstrated low levels of initiating structure behaviour or consideration behaviour were prone to feelings of frustration and alienation.

2. Sex and age of the teacher were not significantly related to teacher burnout. Further, length of service was not significantly related to teacher frustration and alienation.

KAILASALINGAM.H.M (1994) conducted a study on the interaction effect of some factors on burnout among teacher educators in Karnataka.

The major findings of the study were

1. Among levels in institutional climates, personality types and home climates, only levels in the institutional climates differ significantly in terms of proneness to 'burnout' on emotional exhaustion.
2. Teacher educators working in institutions with closed climate are more prone to 'burnout' on emotional exhaustion than those working in institutions with open climate.
3. Extrovert/introvert teacher educators working in institutions with open/closed climate; extrovert/introvert teacher educators coming from homes of happy/unhappy climate; and teacher educators working in institutions with open/closed climates coming from homes of happy/unhappy climate do not differ significantly in terms of their proneness to 'burnout' on emotional exhaustion.
4. All groups of teacher educators are more prone to 'burnout' on emotional exhaustion except extrovert teacher educators working in institutions with open climate, coming from homes of happy climate.
5. Extrovert teacher educators working in institutions with closed climate, coming from homes of happy climate are more prone to 'burnout' on emotional exhaustion than introvert teacher educators working in institutions with open climate, coming from homes of unhappy climate.

6. The comparisons of the remaining groups do not differ significantly in terms of their proneness to 'burnout' on emotional exhaustion except the comparisons shown in findings (i) and (ii).

3.4. REVIEW OF SUMMARY:

The review of relevant literature falls into two categories. The first category consists of research works dealing with organization climate in educational institutions. The focus of many of the works is on the organizational climate in secondary schools (SHARMA ML.1974, Chopra 1982, Varshney.N.1974, GARG.NK 1984, Swatantradevi .T.K.1985, Methi.S.N 1985), High Schools (Abdul Samed 1986) Teacher Training institutions (Bhatnagar 1972, Raj 1984) Pathak.SP. 1985) and colleges (Thiruppathi 1978, Kumar 1978, Rama 1981, Heridia 1984, Kirushnaraj 1985). There has been only one significant research work done on organizational climate relating to Pre-Primary Education (Deka, 1982).

These research works, examining the organizational climate, take into consideration different kinds of variables arranging them into pairs like Government and private institutions, rural and urban institutions. They also take up the analysis of the impact of different organizational climates on the teachers in terms of teacher esprit, teacher performance; teacher responsibility, teacher morale, teacher Job-Satisfaction and the like. The aim of such

investigations is to assess the effect of the type of organizational climate on teachers and their motivation and performance. The general finding is that the type of organizational climate prevalent in an institution has a direct positive or negative impact on teachers.

The review of relevant literature has also examined the research contributions in the field of teacher burnout. The review shows that many investigations focus on teacher burnout in the case of principals (Agarwal.V.1983, Singar 1984) School Teachers (Ministry 1984, Menta 1985, Misra 1986, Bonn 1981, Colasundra 1981, Fielding 1982, Creus 1983), and students (Agarwal 1985, PRESLY 1981) Kailasalingam (1994). These research works proceed on the broad classification of samples on the basis of male-female, urban-rural, lodgers-day scholars, and length of experience-age. They, examine the relationship between teacher burnout and factors like stress, role conflict, social support, self esteem, self expectations, interpersonal stress, remuneration and incentives, accomplishment and emotional exhaustion. Only Bonn's and Singar's finding point out that age, sex, years of teaching experience, support system and location of educational setting are not significantly related to teacher burnout. Other investigations conclude that factors like stress, conflict, lack of social support, location of institutions and remuneration and incentives are significantly associated with teacher burnout.

The review has shown that not many investigations have been made into teacher burnout at the primary level. Many of the investigations have taken up either organizational climate and its impact on teachers, or teacher burnout in relation to factors other than organizational climate. It was felt that the potential area for research is both the primary level and the relation between organizational climate and Teacher Burnout. Therefore the present study was taken up.

METHODOLOGY

CHAPTER - IV

4. METHODOLOGY

4.1 Introduction

4.2 Title of the Study

4.3 Assumptions of the Study

4.4 Objectives of the Study

4.5 Hypotheses

4.6 Definitions of key terms

4.7 Teacher burnout

4.8 Tools

4.9 Organizational climate Descriptive Questionnaire (OCDQ)

4.10 Teacher burnout

4.11 Scoring Procedure

4.12 Organizational climate Dimensions

4.13 Teacher burn out inventory

4.14 Locale of the Study

4.15 Sampling design

4.16 Data collection

4.17 Data Analysis

4.18 Delimitation

4.19 Conclusions

CHAPTER - IV

METHODOLOGY

4.1 INTRODUCTION:

Research needs careful design and application of various techniques at different stages of investigation. The general aim of this investigation is to study the nature of organization climate, and teacher burnout at the primary school level. The hypotheses formulated, the research strategy employed, the tools considered, the sample selected and the procedure employed for data collection are outlined in this chapter.

4.2 TITLE OF THE STUDY:

“Organizational climate and teacher burnout in primary schools in Pudukkottai district Tamilnadu”.

4.3 ASSUMPTIONS OF THE STUDY:

The following are the assumptions of the study:

1. The organization climate and teacher burnout vary from organization to organization.
2. Teachers experience burnout in their work setting.
3. Certain organizational variables contribute to teacher burnout in organizational settings.

- 4 There is relationship between organization climate and teacher burnout at Primary School Level.

4.4 OBJECTIVES OF THE STUDY:

The main objectives of the study are as follows:

- 1 To find out the existing organizational climate of primary schools in Pudukkottai District.
- 2 To find out the extent of burnout experienced by the teachers of primary schools.
- 3 To find out the influence of management, age, sex, period of service and location on Teacher Burnout.
- 4 To find out the influence of management, age, sex period of service and location on organizational climate.
- 5 To find out the relationship between the organizational climate and Teacher burnout at primary school level.

4.5 HYPOTHESES:

The following hypotheses are formulated to provide specific directions to the study. The review of related literature and the personal experience of the investigator helped the formulation of hypotheses.

- 1 The Primary schools in Pudukkottai District have different organizational climates.

- 2 Teachers working in Primary Schools experience burnout
- 3 There exists significant relationship between organization climate and teacher burnout
- 4 Organization climate and teacher burnout vary owing to certain variables such as location, type of management, strength of teachers, strength of students, sex and age period of service of teachers .

4 6 DEFINITION OF KEY TERMS:

ORGANIZATIONAL CLIMATE:

Organization climate is the frame work in which processes are taken to accomplish the stated goals and objectives

4 7 TEACHER BURNOUT

Teacher burnout is a condition of strain on one's emotions, feelings, and ability through processes and physical conditions

4 8 TOOLS:

The following tools were used for collection of data from teacher respondents

- 1 Organizational climate description Questionnaire (OCDQ) developed by Mothilal Sharma (1978)
- 2 Tool on Teacher burnout inventory developed and validated by the Investigator
- 3 Personal Data sheet

4.9 ORGANIZATIONAL CLIMATE DESCRIPTIVE QUESTIONNAIRE (OCDQ)

The questionnaire administered for eliciting information regarding organizational climate was a standardised one. The Questionnaire comprises of 63 Likert type items on a four point scale, the scales being “Rarely occurs” “Sometimes occurs”, “often occurs” “very frequently occurs”. The maximum time required for the complete recording of responses by each sample would be 30 minutes.

Sample item:

	Statement	Rarely occurs (1)	Sometimes occurs (2)	often occurs (3)	very frequently occurs (4)
1	The manners of teachers of this school are annoying				
2	There is a minority group of teachers who always oppose the majority				

4.10 Teacher Burnout Tool

On the basis of the detailed conceptual analysis on Teacher burnout, seven dimensions were identified like Physical, Psychological, Socio-psychological, occupational, family and society related factors on Teachers burnout. These statements relating to the above dimensions were collected from text books on teacher burnout, research works, dissertation, Psychological books etc. A variety of statements have been collected. In addition to this a number of Primary school teachers who were labelled as teacher burnouts by their colleagues, friends, officials, family members etc. were requested to give a detailed account of instances, situations, problems, difficulties etc. On account of open discussion the researcher was able to cull out a variety of situations which make the teachers as burnout teachers. Thus, a plethora of statements depicting various causes on burnout, were collected, organised and categorised. This summary of statements was given to Educationists, Psychologists, Educational administrators, and educational Psychologists, Sociologists, and Physicians. After detailed deliberation, the investigator was able to arrive at a number of statements which reflect physical, Psychological, Social, Psycho-social, familial and occupational aspects of burnout. Finally, these statements were subjected to content analysis by experts in burnout. These experts gave their concerted opinion on the content validity of the statement that were proposed to measure the teacher

burnout. Thus the skeleton of the frame work of the various statements was finalised for tryout purposes.

These statements were given to language experts for language correction and brevity. As per their suggestions some of the statements were reframed and rearranged. Thus the tool items including all the seven dimensions were, 60. These items were administered to 100 primary teachers who were requested to give the answers objectively. Their opinions were measured on a five point scale. The responses of the 100 teachers were subjected to item analysis. Appropriate statistical procedures on item analysis were followed. The results of item analysis are presented below. On the item analysis procedure all the 100 teachers were categorised into high, medieval, and low groups. Only the scores of high and low achievers were treated for item analysis. Only from these two groups the items would be able to discriminate between high and low achievers. Item wise mean and standard deviation scores of high group and low group were treated for differential analysis. Only those 't' values which were significant at .05 level of significance were selected for the final study. All the items in the tryout study were able to discriminate between high and low achievers. Thus the item validity of the statements in the teacher burn out scale were established. Thus the tool was found to be valid.

Particulars of Item Analysis on Teachers Burnout

SL . NO.	Item No.	't' Value between High & Low group.	Significance at .05 Level.
1	2	3	4
1.	1	2.965	*
2.	2	9.867	*
3.	3	4.148	*
4.	4	6.153	*
5.	5	5.383	*
6.	6	4.546	*
7.	7	6.865	*
8.	8	6.70	*
9.	9	8.64	*
10.	10	5.885	*
11.	11	6.342	*
12.	12	7.714	*
13.	13	4.016	*
14.	14	6.247	*
15.	15	3.335	*
16.	16	3.429	*
17.	17	4.706	*
18.	18	4.262	*
19.	19	3.549	*
20.	20	4.289	*
21.	21	6.889	*
22.	22	4.303	*
23.	23	3.992	*
24.	24	4.608	*
25.	25	4.850	*
26.	26	5.191	*
27.	27	6.429	*
28.	28	5.124	*
29.	29	2.783	*
30.	30	9.001	*
31.	31	4.799	*
32.	32	4.011	*
33.	33	4.190	*
34.	34	5.484	*

* Significant at .05 level

35.	35	2.731	*
36.	36	3.328	*
37.	37	2.036	*
38.	38	4.689	*
39.	39	7.746	*
40.	40	4.937	*
41.	41	5.086	*
42.	42	4.592	*
43.	43	3.250	*
44.	44	5.961	*
45.	45	6.309	*
46.	46	5.54	*
47.	47	9.098	*
48.	48	5.369	*
49.	49	4.269	*
50.	50	5.642	*
51.	51	4.218	*
52.	52	4.943	*
53.	53	4.744	*
54.	54	5.426	*
55.	55	3.658	*
56.	56	2.096	*
57.	57	4.452	*
58.	58	7.244	*
59.	59	3.859	*
60.	60	4.063	*

* Significant at .05 level

Thus all the 't' ratios were tabulated. It was found that all the 't' values were found to be significant at .05 Level. Hence all the items were selected for the purpose of final study. Reliability of the tools, After data collection with the sample of Teachers, the reliability of the tools were established by using K.R 20 Methods. It was found to be .87 with organization climate and

descriptive questionnaire and .79 with teacher burnout which are highly significant. Thus the tools were found to be reliable.

TEACHER BURNOUT QUESTIONNAIRE:

The second questionnaire on “Teacher burnout” inventory was developed and validated by the investigator. It comprised of 60 items on a five point scale. The five points on the scales were “to a very great extent “ to a considerable extent” “to a moderate extent” “to a slight extent” and “to almost no extent”. The respondents were to mark their responses by putting a tick mark against one of the five scales, which would reflect their genuine attitude. According to the tick marks placed under the columns in the point scales, the core points were calculated and the scores, thus collected were subjected to statistical analysis.

Thus the data collected through the two tools namely O.C.D.Q. and T.B.Q formed the central point of focus of the present study.

4.11 SCORING PROCEDURE::

The following procedure was adopted to score the responses collected from the sampling. The tick mark in the column “Rarely occurs” will be given the score 4. The tick mark in the column “sometimes occurs” will be given 3. The tick mark in the column “often occurs” will be given 2 and the tick mark in the column “very frequently occurs” will be given score 1.

The marking procedure is given in the following table.

TABLE - 1

RESPONSE	SCORE
Rarely occurs	04
Sometimes occurs	03
Often occurs	02
Very frequently occurs	01

4.12 ORGANIZATIONAL CLIMATE DIMENSIONS.

The following represents the organizational climate dimensions and the number of items relating to each dimension.

Sl No.	DIMENSIONS	No. of Items
01.	Disengagements	09
02.	Alienation	04
03.	Esprit	09
04.	Intimacy	08
05.	Physical Hindrance	06
06.	Controls	06
07.	Production Emphasis	07
08.	Humanised thrust	14
	TOTAL	63

4.13 **TEACHER BURNOUT INVENTORY:**

The teacher burnout inventory developed and validated by investigator is to collect data from the respondents and the following table explains the distribution of items of each dimension of teacher burnout.

TABLE - 2
DISTRIBUTION OF ITEMS

Sl. No.	DIMENSIONS	No. of Items
01.	Physical Burnout	06
02.	psychological Burnout	11
03.	Social Burnout	07
04.	Sociopsychological Burnout	04
05.	Occupation Burnout	09
06.	Family Burnout	12
07.	Society Burnout	11
	TOTAL	60

For the items in the Teacher burnout inventory the scores are detailed below.

A Score of 1 was awarded to “a very great extent” response.

A Score of 2 was awarded to “a considerable extent” response.

A Score of 3 was awarded to “a moderate extent” response.

A Score of 4 was awarded to “a slight extent” response.

A score of 5 was awarded to “almost no extent” response.

FORMAT OF TEACHER BURNOUT INVENTORY

Sl. No	Items	to almost no extent	to a slight extent	to a moderate extent	to a considerable Extent	to a very great extent
		5	4	3	2	1
1.	Due to hard work the teacher get					
2.	tired.. Teachers often find themselves weak in body..					

4.14 LOCALE OF THE STUDY:

The Locale of the study was 410 Primary school Teachers in Pudukkottai district in Tamil Nadu. 410 Primary School Teachers wereinvolved in the present study. The Primary schools taken for this study were located in urban and rural areas of the district.

4.15 SAMPLING DESIGN:

The total population of Teachers working in Pudukkottai district is 4100 out of which a sample of 410 Primary school teachers was selected by random sampling technique.

4.16 DATA COLLECTION:

For collecting data, the two Questionnaires (OCDQ) comprising 63 Likert type of Items on four point scale and teacher burnout Questionnaire comprising 60 items on five point scale were administered to the sample teachers of different schools in Pudukkottai District for the research study. The Questionnaires were administered individually.

The aim of the research work was explained to every individual briefly and instructions were given to the samples with regard to the content and as to how to mark their responses. When respondents completed the questionnaires, the questionnaires were collected by the researcher. The administering of the Questionnaires and the collection of data was done on the samples in Pudukkottai District.

The data thus collected were subjected to statistical analysis for obtaining results.

4.17 DATA ANALYSIS:

The collected data, were analysed at three levels, namely descriptive analysis, differential analysis and correlational analysis. For descriptive analysis of data mean and standard deviation were employed. For differential

analysis “t” test was employed. Chi-square value was computed to establish the relationship between organization climate and teacher burnout.

4.18 **DELIMITATIONS:**

1. Only the schools in Pudukkottai District were involved in the study.
2. Nursery schools and welfare schools were not involved in the study for the following reasons.

a) The organizational climate of the Nursery schools, which are English Medium schools is quite different from the other primary schools. The teachers working in those schools are either retired teachers or untrained youngsters fresh from the schools.

b) There are only three welfare schools in the district which is a negligible number.

3. The study focuses on Primary schools only.
4. Survey method was considered suitable for this study.

4.19 **CONCLUSIONS:**

In this chapter a detailed description of the methodology used and the procedures followed were presented. The next chapter deals with analysis and interpretation of collected data.

DATA ANALYSIS AND INTERPRETATIONS

CHAPTER - V

5. DATA ANALYSIS AND INTERPRETATIONS

5.1 Introduction

5.2 Descriptive analysis

5.3 Statement of Findings

5.4 Overview of Findings

Conclusion

CHAPTER-V

DATA ANALYSIS AND INTERPRETATIONS

5.1 INTRODUCTION

This Chapter deals with analysis and interpretation of collected data. The data obtained from organizational climate descriptive and the Teacher Burn out. scales were statistically analysed, at the three levels namely (1) Descriptive ,(2) Relational and (3) differential.

5.2 DESCRIPTIVE ANALYSIS:

Table 5.1

Primary School Teachers' mean and standard deviation scores on the various questions of organisation climate.

(N = 410)

Max=4

SL.NO.	ITEM NUMBER	MEAN	S.D.
01.	08	3.78	0.56
02.	10	3.74	0.73
03.	2	3.69	0.73
04.	9	3.63	0.66

05.	3	3.58	0.74
06.	35	3.55	0.87
07.	36	3.54	0.83
08.	5	3.52	0.68
09.	1	3.51	0.64
10.	6	3.50	0.69
11.	7	3.48	0.74
12.	27	3.47	0.84
13.	13	3.43	0.75
14.	38	3.37	0.89
15.	31	3.36	0.73
16.	32	3.31	0.98
17.	4	3.22	0.73
18.	18	3.22	0.96
19.	45	3.06	1.00
20.	20	2.92	0.98
21.	37	2.88	0.92
22.	46	2.82	0.96
23.	22	2.81	1.01
24.	34	2.81	1.01
25.	59	2.79	1.01
26.	53	2.72	1.01
27.	58	2.70	1.06
28.	23	2.71	1.14
29.	33	2.71	1.14
30.	60	2.65	0.99
31.	61	2.65	0.93

32.	25	2 60	0.85
33.	39	2 60	0 85
34.	48	2.56	1.12
35.	63	2 53	1.26
36.	11	2 41	1.07
37.	43	2 40	1.29
38	49	2 37	0.98
39	44	2 36	1.29
40.	54	2 30	1.06
41.	42	2 27	1.10
42.	17	2 23	1.12
43	26	2 23	1.03
44.	62	2 17	1.01
45.	41	2 16	1.11
46.	19	2 12	1.10
47.	12	2 07	0.99
48.	28	2 06	1.09
49	47	2 05	0 99
50.	50	2 05	1.09
51.	24	2 04	1.05
52	51	2.04	1.05
53.	56	2 03	0.96
54	29	2 02	1.10
55	20	2 00	1.05
56.	26	1 94	1.06
57	40	1 90	1.05

58.	57	1.89	0.99
59.	52	1.80	1.01
60.	55	1.80	1.01
61.	16	1.68	0.99
62.	14	1.66	1.00
63.	15	1.57	0.86

Primary school teachers' mean scores are more than 3 with respect to items

8,10,2, 9, 3, 35, 36, 5, 1, 6, 7, 27, 13, 38, 31, 32, 4, 18, 45.

Primary school Teachers' mean scores are between 2 and 3 with respect

to items 20, 37, 46, 22, 34, 59, 53, 58, 23, 33, 60, 61, 25, 39, 48, 63, 11, 43,

49, 44, 54, 42, 17, 26, 62, 41, 19, 12, 28, 47, 50, 24, 51, 56, 29, 20.

Primary School Teachers' mean scores are between 1 and 2 with respect to

items 21, 40, 57, 52, 55, 16, 14, 15.

Table 5:2

Primary School male Teachers' mean and Standard Deviation Scores on

the various Questions of organizations climate

SL. NO.	Item Number	Mean	S.D
1.	2.	3.	4.
01.	8	3.74	0.62
02.	10	3.71	0.59

03	39	3.60	0.86
04	9	3.59	0.68
05	3	3.57	0.78
06	1	3.51	0.63
07	5	3.50	0.71
08	35	3.49	0.94
09	36	3.48	0.89
10	38	3.43	0.83
11	6	3.42	0.76
12	7	3.42	0.86
13	27	3.41	0.86
14	13	3.35	0.79
15	32	3.30	0.93
16	31	3.28	0.78
17	4	3.23	0.73
18	45	3.11	1.01
19	18	3.09	1.01
20	24	3.09	1.01
21	30	2.77	0.95
22	37	2.93	0.87
23	22	2.80	0.99
24	46	2.80	0.98
25	23	2.71	0.70
26	53	2.70	1.05
27	2	2.68	0.77
28	25	2.68	0.82

29	34	2.68	1.03
30	59	2.63	0.98
31	58	2.60	1.07
32	33	2.57	1.15
33	60	2.56	1.02
34	61	2.56	0.96
35	63	2.52	1.25
36	11	2.42	1.12
37	48	2.36	1.09
38	43	2.34	1.30
39	44	2.33	1.28
40	42	2.28	1.12
41	49	2.28	0.98
42	54	2.24	1.09
43	19	2.23	1.12
44	17	2.22	1.14
45	41	2.21	1.11
46	26	2.18	1.03
47	62	2.10	1.02
48	24	2.09	1.11
49	29	2.07	1.13
50	51	2.07	1.07
51	56	2.04	0.97
52	47	1.99	1.05
53	20	1.97	1.07
54	28	1.97	1.07

55	12	1.92	0.96
56	40	1.92	1.07
57	21	1.88	1.05
58	55	1.83	0.99
59	52	1.81	1.05
60	57	1.80	0.96
61	16	1.67	0.99
62	14	1.64	0.98
63	15	1.60	0.86

Primary school teachers' mean scores are more than 3 with respect to items 8, 10, 39, 9, 3, 1, 5, 35, 36, 38, 6, 7, 27, 13, 32, 31, 4, 45, 18, 24.

Primary school teachers' mean scores are between 2 and 3 with respect to items 30, 37, 22, 46, 23, 53, 2, 25, 34, 59, 58, 33, 60, 61, 63, 11, 48, 43, 44, 42, 49, 54, 19, 17, 41, 26, 62, 24, 29, 51, 56,

Primary school teachers' mean scores are more than 2 with respect to items 47, 20, 28, 12, 40, 21, 55, 52, 57, 16, 14, 15.

Table 5.3

Primary school female teachers mean and standard deviation
scores on various questions of organization climate

Sl.No	Item No	Mean	SD
01	8	3.82	0.49
02	10	3.77	0.53
03	2	3.74	0.67
04	9	3.68	0.63
05	35	3.61	0.78
06	3	3.59	0.71
07	36	3.59	0.75
08	39	3.59	0.83
09	6	3.58	0.56
10	7	3.55	0.65
11	5	3.54	0.64
12	27	3.54	0.81
13	13	3.52	0.68
14	1	3.51	0.65
15	31	3.45	0.67
16	18	3.36	0.88
17	32	3.33	1.04
18	38	3.32	0.94
19	4	3.22	0.74

20	34	3.13	0.94
21	45	3.01	0.99
22	59	2.96	1.01
23	30	2.88	1.00
24	46	2.85	1.11
25	33	2.85	0.89
26	22	2.82	1.02
27	37	2.82	0.98
28	58	2.80	1.03
29	48	2.78	1.10
30	62	2.76	0.89
31	53	2.74	0.97
32	60	2.74	0.94
33	24	2.71	0.72
34	63	2.55	1.27
35	25	2.53	0.86
36	43	2.46	1.28
37	49	2.46	0.97
38	11	2.41	1.02
39	44	2.39	1.29
40	54	2.37	1.03
41	26	2.28	1.02
42	42	2.26	1.09
43	17	2.24	1.10
44	62	2.24	0.99
45	12	2.22	0.99

46	28	2.15	1.11
47	47	2.12	1.00
48	41	2.10	1.11
49	56	2.03	0.96
50	20	2.01	1.02
51	21	2.01	1.08
52	50	2.01	1.12
53	51	2.01	1.03
54	19	1.99	1.06
55	24	1.99	1.02
56	57	1.99	1.02
57	29	1.98	1.06
58	40	1.88	1.02
59	52	1.79	1.03
60	55	1.78	1.02
61	14	1.69	1.01
62	16	1.68	1.00
63	15	1.54	0.86

Primary school teachers' mean scores are more than 3 with respect to items 8, 10, 2, 9, 35, 3, 36, 39, 6, 7, 5, 27, 13, 1, 31, 18, 32, 38, 4, 34, 45.

Primary school teachers' mean scores are between 2 and 3 with respect to items 59, 30, 46, 33, 22, 37, 58, 48, 62, 53, 60, 24, 63, 25, 43, 49, 11, 44, 54, 26, 42, 17, 62, 12, 28, 47, 41, 56, 20, 21, 50, 51

Primary school teachers' mean scores are between 1 and 2 with respect to Items 19,24,57,29,40,52,55,14,16,15.

Table 5.4

Primary school Teachers' mean and standard Deviation scores on the various Dimensions of organization climate

Maximum score 4

(N . 410)

Sl.No	Dimensions	Mean	S.D
1	Disengagement	3.55	0.70
2	Alienation	2.91	1.11
3	Esprit	2.14	1.15
4	Intimacy	2.51	1.08
5	Physical Hindrance	3.23	0.99
6	Controls	2.70	1.18
7	Production Emphasis	2.52	1.14
8	Humanised Thrust	2.52	1.14

The above table reveals the following findings.

1. The computed mean score of primary Teachers on the eight dimensions of organization climate exceed the mid value 2.00.

2. The Teachers' working in primary schools in Pudukkottai district experience a high level of organization climate.
3. The teachers' mean score on Disengagement Physical Hintrance alienation and controls dimensions are greater than other dimensions.

Table 5.5

Primary school (Govt.) Teachers' mean and standard Deviation scores on the various dimensions of organization climate.

(N=305)

Sl.No	Dimensions	Mean	SD
1	Disengagement	3.50	0.73
2	Alienation	2.88	1.11
3	Esprit	2.17	1.15
4	Intimacy	2.50	1.08
5	Physical Hintrance	3.19	1.00
6	Controls	2.73	1.16
7	Production Emphasis	2.50	1.13
8	Humanised Thrust	2.33	1.08

The above table reveals the following findings.

- 1) The computed mean score of Primary Teachers on the eight dimensions of organization climate exceed the mid value 2.00.

- 2) The Teachers working in Primary Schools in Pudukkottai district experience a high level of organization climate.
- 3) The Teachers' mean scores on Disengagement, Physical Hindrance, Alienation, and control dimensions are greater than other dimensions.

Table 5:6

Primary School (Private) Teachers' mean and Standard Deviation scores on the various Dimensions of Organization Climate.

(N =105).

Sl.No	Dimension	Mean	SD
1	Disengagement	3.67	0.61
2	Alienation	3.00	1.10
3	Esprit	2.05	1.22
4	Intimacy	2.53	1.08
5	Physical Hintrance	3.34	0.96
6	Controls	2.61	1.21
7	Production emphasis	2.56	1.71
8	Humanised Thrust	2.20	1.13

The above table reveals the following findings.

1. The computed mean score of Primary Teachers on the eight dimensions of organization climate exceed the mid value 2.00.
2. The Teachers working in Primary Schools in Pudukkottai district experience a high level of organization climate.
3. The Teachers' mean scores on Disengagement, Physical Hindrance, Alienation, and Controls dimensions are greater than other dimensions.

Table 5:7

Primary School male Teachers mean and Standard Deviation scores on the various Dimensions of organization climate.

Sl.No	Dimension	Mean	SD
1	Disengagement	3.52	0.63
2	Alienation	2.85	1.13
3	Esprit	2.13	1.14
4	Intimacy	2.51	1.08
5	Physical Hindrance	3.13	1.03
6	Controls	2.73	1.17
7	Production emphasis	2.46	1.16
8	Humanised Thrust	2.25	1.09

The above table reveals the following findings.

- 1) The computed mean score of Primary Teachers on the eight dimensions of organization Climate exceed the mid value 2.00.
- 2) The Teachers' working in Primary Schools in Pudukkottai district experience a high level of Organization climate.
- 3) The Teachers' mean scores on Disengagement, Physical Hindrance, Alienation, controls and Intimacy dimensions are greater than other dimensions.

Table 5:8

Primary School Female Teachers' mean and standard Deviation scores
on the various Dimensions of organization climate.

(N =193)

Sl.No	Dimension	Mean	SD
1	Disengagement	3.58	0.66
2	Alienation	2.98	1.07
3	Esprit	2.15	1.15
4	Intimacy	2.51	1.08
5	Physical Hindrance	3.33	0.93
6	Controls	2.66	1.18
7	Production emphasis	2.58	1.12
8	Humanised Thrust	2.34	1.10

The above Table reveals the following findings.

1. The computed mean scores of female Primary Teachers on the eight dimensions of organization climate exceed the mid value 2.00.
2. The Teachers working in Primary Schools in Pudukkottai District experience a higher level of organization climate.
3. The Teachers' mean scores on Disengagement, Physical Hindrance, Alienation, and controls dimensions are greater than other dimension.

Table 5:9

Mean and standard Deviation scores of Primary School Teachers with 10 years of Teachers Experience on the various Dimensions of “Organization climate”.

Sl.No.	Dimension	Mean	SD
1	Disengagement	3.63	0.64
2	Alienation	2.93	1.11
3	Esprit	2.13	1.12
4	INTIMACY	2.47	1.07
5	Physical Hindrance	3.37	0.89
6	Controls	2.67	1.19
7	Production Emphasis	2.54	1.13
8	Humanised Thrust	2.33	1.11

The above table reveals the following findings.

- 1) The computed mean score of Primary Teachers on the eight dimensions of organization climate exceed the mid value 2.00.
- 2) The Teachers working in Primary Schools in Pudukkottai district experience a high level of organization climate.
- 3) The Teachers' mean scores on disengagement, Physical hindrance, alienation and controls dimensions are greater than other Dimensions.

Table 5:10

Mean and standard Deviation scores of Primary School Teacher with 20 years of Teachers experience on the various Dimension of “Organization climate”.

(N = 55)

Sl.No.	Dimension	Mean	SD
1	Disengagement	3.55	0.69
2	Alienation	3.00	1.11
3	Esprit	2.12	1.17
4	Intimacy	2.61	1.11
5	Physical Hindrance	3.26	1.01
6	Controls	2.72	1.16
7	Production Emphasis	2.50	1.15
8	Humanised Thrust	2.41	1.12

The above table reveals the following findings.

1. The computed mean score of Primary Teachers on the eight dimensions of organization climate exceed the mid value 2.00.
2. The Teachers working in Primary School in Pudukkottai district experience a higher level of Organization climate.
3. The teachers' mean scores on Disengagement, Physical Hindrance, Alienation, and controls dimensions are greater than other dimensions.

Table 5:11

Mean and standard deviation scores of Primary School Teachers with 30 years of Teaching Experience on the various Dimensions of "Organization Climate".

(N = 230)

Sl.No.	Dimension	Mean	SD
1	Disengagement	3.51	0.74
2	Alienation	2.88	1.10
3	Esprit	2.14	1.15
4	Intimacy	2.50	1.07
5	Physical Hindrance	3.15	1.02
6	Controls	2.71	1.17
7	Production emphasis	2.51	1.15
8	Humanised Thrust	2.25	1.08

The above table reveals the following findings.

1. The computed mean score of Primary Teachers on the eight dimensions of organization climates exceed the mid value 2.00.
2. The Teachers working in Primary Schools in Pudukkottai district experience a high level of organization climate.
3. The Teachers' mean scores on disengagement, Physical Hindrance, Alienation, and controls dimensions are greater than other dimensions.

Table 5:12

Mean and Standard Deviation scores of Primary School Teachers on
“Teacher Burnout”.

Maximum score = 5

N = 410

Sl. No	Item No.	Mean	SD
1	40	4.29	1.07
2	24	4.04	1.27
3	41	4.03	1.31
4	49	3.99	1.21
5	4	3.97	1.21
6	47	3.84	1.26
7	34	3.80	1.33
8	27	3.75	1.45
9	33	3.73	1.27
10	46	3.73	1.24

11	11	3.70	1.40
12	48	3.65	1.24
13	31	3.62	1.60
14	39	3.59	1.26
15	2	3.58	1.27
16	10	3.56	1.96
17	25	3.56	1.35
18	12	3.48	1.43
19	3	3.46	1.22
20	28	3.45	1.50
21	42	3.43	1.41
22	30	3.38	1.40
23	44	3.38	1.44
24	21	3.35	1.33
25	58	3.31	1.41
26	45	3.27	1.33
27	57	3.26	1.41
28	8	3.23	1.28
29	13	3.23	1.26
30	23	3.21	2.52
31	17	3.19	1.29
32	14	3.17	1.54
33	22	3.17	1.50
34	26	3.15	1.51
35	16	3.14	1.25
36	15	3.13	1.33

37	50	3.12	1.54
38	29	3.10	1.38
39	60	3.10	1.33
40	55	3.06	1.33
41	38	3.05	1.37
42	36	2.98	1.37
43	20	2.97	1.30
44	1	2.96	1.11
45	54	2.93	1.38
46	6	2.92	1.32
47	53	2.92	1.43
48	7	2.90	1.35
49	32	2.90	1.25
50	59	2.89	1.47
51	19	2.87	1.25
52	9	2.82	1.47
53	56	2.80	1.33
54	5	2.77	1.41
55	52	2.66	1.39
56	18	2.65	1.45
57	38	2.64	1.37
58	51	2.58	1.41
59	47	2.51	1.62
60	35	2.50	1.54

1. Primary School Teachers' Mean Score are more than 4 with respect to items 40,24,41.
2. Primary School Teachers' mean score are between 3 and 4 with respect to items 9,4,34,27,33,46,11,48,31,39,2,10,25,12,3,28,42,30,34,21,58,45,57,8,13,23,17,14,22,26,16,15,50,29,60,55,38.
3. Primary School Teachers' mean score are between 2 and 3 with respect to items 36, 20, 1, 54, 6, 53, 7, 32, 59, 19, 9, 56, 5, 52, 18, 38, 51, 43, 35.

Table 5:13

Primary School male Teachers mean and standard Deviation Scores on
“Teacher Burnout”.

N = 217

Sl.No.	Item Number	Mean	SD
1	40	4.24	1.04
2	24	4.05	1.20
3	43	3.97	1.19
4	41	3.94	1.29
5	4	3.85	1.33
6	47	3.76	1.32
7	11	3.69	1.39
8	34	3.68	1.36
9	48	3.64	1.20
10	27	3.62	1.45
11	33	3.62	1.27

12	46	3.60	1.25
13	3	3.46	1.19
14	25	3.43	1.34
15	2	3.40	1.26
16	12	3.37	1.45
17	39	3.37	1.26
18	10	3.35	1.38
19	28	3.34	1.54
20	44	3.32	1.43
21	21	3.23	1.38
22	30	3.23	1.41
23	42	3.23	1.45
24	57	3.19	1.42
25	58	3.17	1.42
26	13	3.13	1.24
27	23	3.11	2.20
28	45	3.07	1.32
29	60	3.06	1.29
30	8	3.02	1.25
31	14	3.02	1.52
32	16	3.02	1.22
33	17	3.00	1.25
34	29	3.00	1.36
35	15	2.99	1.34
36	55	2.98	1.30
37	26	2.97	1.51

38	22	2.94	1.47
39	7	2.83	1.31
40	59	2.83	1.43
41	1	2.81	1.16
42	7	2.81	1.32
43	53	2.79	1.43
44	20	2.76	1.26
45	19	2.75	1.25
46	32	2.74	1.30
47	38	2.74	1.33
48	36	2.70	1.39
49	5	2.68	1.42
50	54	2.68	1.42
51	56	2.67	1.31
52	9	2.66	1.45
53	52	2.49	1.39
54	51	2.39	1.38
55	10	2.35	1.38
56	18	2.35	1.37
57	31	2.35	1.37
58	37	2.35	1.31
59	43	2.25	1.52
60	35	2.13	1.42

1. Primary School Teachers' Mean scores are more than 4 with respect to items 40,24.
2. Primary School Teachers' mean scores are between 3 and 4 with respect to items 43, 41, 4, 47, 11, 34, 48, 27, 33, 46, 3, 25, 2, 12, 39, 10, 28, 44, 21, 30, 42, 57, 58, 13, 23, 45, 60, 8, 14, 16, 17, 29.
3. Primary School Teachers' mean scores are between 2 and 3 with respect to items 15, 55, 26, 22, 7, 59, 1, 7, 53, 20, 19, 32, 38, 36, 5, 54, 56, 9, 52, 51, 10, 18, 31, 37, 43, 35.

Table 5:14

Primary School Female Teachers' mean and standard Deviation Scores on
“Teacher Burnout”.

N = 193

Sl. No.	Item Number	Mean	SD
1	40	4.35	1.11
2	41	4.15	1.32
3	4	4.09	1.21
4	24	4.02	1.45
5	49	4.01	1.22
6	47	3.94	1.19
7	34	3.93	1.29
8	27	3.89	1.43
9	33	3.86	1.26
10	39	3.84	1.20

11	46	3.80	1.22
12	10	3.77	2.44
13	2	3.76	1.25
14	25	3.70	1.35
15	11	3.69	1.43
16	48	3.66	1.27
17	42	3.65	1.32
18	28	3.59	1.43
19	12	3.57	1.43
20	30	3.55	1.38
21	21	3.49	1.25
22	45	3.49	1.31
23	58	3.47	1.38
24	44	3.46	1.46
25	8	3.45	1.30
26	3	3.44	1.28
27	22	3.41	1.49
28	28	3.40	1.33
29	17	3.39	1.32
30	26	3.35	1.50
31	57	3.33	1.40
32	13	3.32	1.30
33	14	3.32	1.55
34	20	3.32	1.31
35	23	3.31	1.40
36	36	3.30	1.28

37	17	3.27	1.32
38	16	3.27	1.28
39	50	3.27	1.46
40	29	3.22	1.38
41	54	3.22	1.28
42	55	3.15	1.36
43	60	3.15	1.36
44	1	3.11	1.15
45	32	3.07	1.17
46	53	3.02	1.41
47	6	3.01	1.32
48	19	3.01	1.24
49	9	2.99	1.38
50	7	2.98	1.39
51	18	2.97	1.47
52	37	2.96	1.36
53	59	2.96	1.51
54	56	2.95	1.33
55	31	2.92	1.56
56	35	2.91	1.56
57	5	2.86	1.40
58	52	2.85	1.36
59	43	2.80	1.68
60	51	2.79	1.42

1. Primary School Teachers' mean Scores are more than 4 with respect to items 40, 41, 4, 24, 49,.
2. Primary School Teachers' mean scores are between 3 and 4 with respect to items 47, 34, 27, 33, 39, 46, 10, 2, 25, 11, 48, 42, 28, 12, 30, 21, 45, 58, 44, 83, 22, 28, 27, 26, 57, 13, 14, 20, 23, 36, 15, 16, 50, 29, 54, 55, 60, 1, 32, 53, 6, 19.
3. Primary School Teachers' mean scores are between 2 and 3 with respect to items 9, 7, 18, 37, 59, 56, 31, 35, 5, 52, 43, 51,

Table 5:15

Primary School Teachers' mean and standard Deviation Scores on
“Teacher Burnout”.

N = 410

Sl.No.	Dimension	Mean	SD.
1	Physical	3.28	1.35
2	Psychological	3.23	1.44
3	Social	2.96	1.36
4	Social Psychological	3.47	1.61
5	Occupation	3.07	1.47
6	Family	3.56	1.40
7	Society	2.97	1.42

The above table reveals the following findings.

1. The computed mean score of all Primary Teachers on the seven dimensions of Teacher burn out exceeds the mid value 2.5.
2. The Teachers working in Primary Schools in Pudukkottai district experience a higher level of Teacher Burnout.
3. The Mean scores of such teachers on Family, Socio-Psychological, Physical and Psychological dimensions are greater than that on other dimensions.

Table 5:16

Primary School (Government) Teachers mean and standard

Deviation Scores on “Teachers Burn out”

N = 305

Sl.No.	Dimension	Mean	SD
1	Physical	3.25	1.34
2	Psychological	3.17	1.38
3	Social	2.90	1.34
4	Socio-Psychological	3.43	1.73
5	Occupation	2.99	1.45
6	Family	3.52	1.40
7	Society	2.91	1.42

The above table reveals the following findings.

- 1 The computed mean score of Primary Teachers in Government Schools on the seven dimensions of Teacher Burn out exceed the mid value 2.5.
- 2 The Teachers working in Government Primary Schools in Pudukkottai district experience a higher level of Teacher Burn out.
- 3 The Mean scores of such teachers on Family Socio-Psychological, Physical and Psychological dimensions are greater than those other dimensions.

Table 5:17

Primary School (Private) Teachers' mean and Standard Deviation

Scores on "Teachers Burnout"

N=105

Sl.No	Dimension	Mean	SD
1	Physical	3.36	1.36
2	Psychological	3.42	1.60
3	Social	3.13	1.39
4	Socio-Psychological	3.61	1.44
5	Occupation	3.30	1.48
6	Family	3.68	1.38
7	Society	3.11	1.41

The above table reveals the following findings

- 1) The computed mean score of primary Teachers in Private Schools on the seven dimensions teaching burn out exceeds the mid value 2.5
- 2) Teachers working in Private Primary Schools in Pudukkottai district experience a higher level of Teaching Burn out.
- 3) The mean scores of such teachers on family, Socio-Psychological, Psychological and Physical dimension are greater than that on other dimensions.

Table 5.18

Primary School male Teachers' mean and standard Deviation Scores
on the various Dimensions of Teacher Burnout

N=217

Sl.No	Dimension	Mean	SD
1	Physical	3.17	1.36
2	Psychological	3.10	1.38
3	Social	2.77	1.35
4	Socio-Psycholocal	3.35	1.83
5	Occupation	2.87	1.48
6	Family	3.43	1.41
7	Society	2.84	1.42

The above table reveals the following findings

- 1) The computed mean score of male primary Teachers, on the seven dimensions of Teacher Burn out exceeds the mid value 2.5
- 2) The male Teachers working in Primary Schools in Pudukkottai district experience a higher level of Teacher Burn out
- 3) The mean Score of such Teachers on Family Socio-Psychological, Physical and Psychological dimensions are greater than On other dimensions

Table 5.19

Primary School Female Teachers' mean and standard Deviation Scores on the various Deviation Scores on the various Dimensions of Teacher Burn out

N=193

Sl No	Dimension	mean	SD
01	Physical	3.39	1.32
02	Psychological	3.38	1.50
03	Social	3.18	1.40
04	Socio-Psychological	3.61	1.45
05	Occupation	3.30	1.42
06	Family	3.71	1.37
07	Society	3.11	1.40

The above table reveals the following findings

- 1) The computed mean score of female Primary Teachers on the seven dimensions of Teacher Burn out exceeds the mid value 2.5
- 2) The female Teachers working in Primary schools in Pudukkottai district experience a high level of Teacher burn out
- 3) The mean scores of such teachers on Family, Socio-Psychological, Physical and Psychological dimensions are greater than on other dimensions.

Table 5.20

Mean and standard Deviation scores of Primary school Teachers with 10 years of Teacher's Experience on the various Dimension of "Teacher Burn out"

N=125

Sl.No	Dimension	Mean	SD
01	Physical	3.34	1.33
02	Psychological	3.39	1.37
03	Social	3.10	1.34
04	Socio-Psychological	3.50	1.46
05	Occupation	3.24	1.43
06	Family	3.71	1.36
07	Society	3.15	1.43

The above table reveals the following findings:

- 1) The computed mean score of all Primary Teachers whose teaching experience is below 10 years on the seven dimensions of Teacher Burn out exceed the mid value 2.5
- 2) Such teachers working in Primary schools in Pudukkottai district experience a higher level of Teacher Burn out .
- 3) The mean scores of such teachers on family, socio-psychological Psychological, and Physical dimensions are greater than that on other dimensions.

Table 5.21

Mean and standard Deviation scores of Primary School Teachers with 20 years of Teaching Experience on the various Dimensions of “Teacher Burn out”.

N=55

Sl.No	Dimensions	Mean	SD
1	Physical	3.08	1.40
2	Psychological	3.06	1.42
3	Social	2.87	1.38
4	Socio-Psychological	3.47	2.54
5	Occupation	2.93	1.49
6	Family	3.49	1.48
7	Society	2.99	1.48

The above table reveals the following findings:

- 1) The computed mean score of Primary Teachers, with teaching experience between 11-20 years on the seven dimensions of Teacher Burn out exceed the mid value 2.5
- 2) Such Teachers working in Primary schools in Pudukkottai district experience a higher level of Teacher Burn out
- 3) The mean scores of such teachers on family, Socio-Psychological, Physical and Psychological dimensions are greater than that on other dimensions .

TABLE 5.22

Mean and standard Deviation scores of Primary School Teachers with 30 years of Teaching experience on the various Dimension of “ Teachers Burnout”.

N = 230

Sl. No.	Dimension	Mean	SD
1.	Physical	3.28	1.35
2.	Psychological	3.18	1.49
3.	Social	2.90	1.37
4.	Socio-Psychological	3.45	1.48
5.	Occupation	3.01	1.48
6.	Family	3.49	1.41
7.	Society	2.85	1.40

The above table reveals the following findings

1. The computed mean score of primary Teachers, with Teaching experience between 21-30 years on the seven dimensions of teacher Burn out exceed the mid value 2.5.
2. Such teachers working in Primary School in Pudukkottai district experience a high level of Teacher Burn out.
3. The mean score of such Teachers on family, Socio-Psychological, Physical and Psychological dimensions are greater than that on other dimensions.

TABLE. 5.23

Test of association between organization climate and burn out of
primary teachers

SCORE ON ORGANIZATION CLIMATE					
BURNOUT		63-125	126-188	189-252	
	60-120	0	5	2	7
	121-180	2	136	31	169
	181-240	4	140	33	177
	241-300	2	45	10	57
		8	326	76	410

HYPOTHESIS :

There is significant association between the teacher scores on burn out and organizational climate.

NULL HYPOTHESIS:

There is no significant association between the Teachers scores on burn out and Organizational climate .

Chisquare analysis was attempted to identify the significant association, if any, between Burn out and Organization.

The obtained chisquare value 1.941 was less than the theoretical value of 12.592 at .05 level of significance with 6 degrees of freedom.

The Null Hypotheses was accepted . There is no significant association between burn-out and organization.

5.3 STATEMENT OF FINDINGS:

With regard to the eight dimensions viz. Disengagement, Alienation, Esprit, Intimacy, Physical Hindrance, Controls, Production Emphasis and Humanised Thrust., the analysis showed that the computed mean scores of the total population (categorized into Govt. and private, male and female and age and experience), in relation to organization climate exceed the mid value of 2.00. This shows that the Teachers in primary schools in Pudukkottai District experience a higher level of organization climate. The analysis shows with reference to the eight dimension, that the mean scores in four dimension viz.

Disengagement, Physical Hindrance, Alienation and Controls are greater than those in other dimensions.

1. The analysis revealed that the computed mean scores of the Primary Teachers in Government institutions exceed the mid value of 2.00 on the eight dimensions of organization climate. The Primary Teachers in Government Schools experience a higher level of organization climate. The mean scores of such Teachers on "Disengagement, Physical Hindrance, Alienation and Controls dimension are greater than those of other dimensions.

2. It is found that the computed mean scores of Primary Teachers in private institutions exceed the mid value of 2.00 on the eight dimensions of the organization climate. This mean scores on Disengagement, Physical hindrance, Alienation and Control are greater than those of other dimensions.

3. The analysis also showed that the computed mean scores of male private schools teachers on the eight dimensions of organization climate exceed the mid value of 2.00. It also showed that such teachers experience a higher level of organization climate. The mean score of

male primary school teachers on Disengagement, Physical Hindrance, Alienation and Controls and Intimacy dimensions are greater than those of other dimensions.

4. The analysis showed that the computed mean scores of Female Primary Teachers Exceed the mid value of 2.00 on the eight dimensions. It also showed that the female teachers experience a higher level of organization climate. The mean scores of such teachers on the four dimensions namely Disengagement, Physical hindrance, Alienation and Controls are greater than those of other dimensions.

5. The analysis reveals that the computed mean scores of all Primary Teachers in the total population who have Teaching experience below 10 years exceed the mid value of 2.00 on the eight dimension of organization climate. It further showed that such teachers experience a higher level of organization climate. The analysis also showed that the mean score of such teachers who have teaching experience below 10 years on the dimensions of Disengagement, Physical hindrance, Alienation and Controls are greater than those of other dimensions.

6. The analysis reveals that the computed mean scores of all primary Teachers whose teaching experience is between 11 to 20 years exceed the mid value of 2.00 on the eight dimensions of organization climate. It also showed that such teachers experience a higher level, of organization climate. The mean scores of such teachers on Disengagement, Physical hindrance, Alienation and Controls are greater than those of other dimensions.

7. It is revealed from the analysis that the computed scores of all Primary Teachers whose teaching experience ranged between 21 to 30 years, exceed the mid value of 2.00 on the eight dimensions. It also showed that such teachers experience a higher level of organization climate. It is further revealed that the mean scores of such teachers on the four dimensions of Disengagement, Physical hindrance, Alienation and Controls are greater than those of other dimensions.

8. The analysis of data on teacher burn out showed that the computer mean score of all Primary Teachers in the target population exceeds the mid value of 2.5 on all the seven dimensions namely Physical, Psychological, Social, Socio- Psychological, Occupation, Family and Society. It also showed that such Teachers working in Primary schools

in Pudukkottai experience a higher level of teacher burn out. It also should that the mean scores of such teachers on Family, Socio-Psychological, showed Physical and Psychological dimensions are greater than those of other dimensions.

9. The analysis showed that the computed mean scores of Primary Teachers in Government schools exceed the mid value of 2.5 on all the seven dimensions of the teacher burn out. It also revealed that such teachers experience a higher level of teacher burn out. It was further revealed that the means of such teachers on Disengagement, Physical hindrance, Alienation and Controls are greater than those of other dimensions.

10. The analysis of Data on Teacher Burn out showed that the computed mean scores of Primary Teachers in Private Schools in Pudukkottai District exceed the mid value of 2.5 on all seven dimensions. It also showed that the teachers working in Private Primary Schools experience a higher level of teacher burn out. It is further revealed that the mean scores of such Teachers on Family, Socio-Psychological, Physical, and Psychological dimensions are greater than those of other dimensions.

11. The computed mean scores of the Male Teachers in the population exceeds the mid value of 2.5 on all the seven dimensions of Teacher Burn out. It is further revealed that such Teachers experience a high level of Teacher Burn out. It is also shown that the mean scores of such teachers on Family, Socio-Psychological, Physical and Psychological dimensions are greater than those of other dimensions.

12. Analysis with regard to Teacher Burn out, showed that the mean score of the female Primary Teachers exceeds the mid value 2.5 on seven dimensions. It also showed that the female teachers working in Primary school in Pudukkottai District experience a higher level of burn out. It is further revealed that the mean scores of such Teachers are greater on Family, Socio Psychological, Physical and Psychological dimensions than those on other dimensions.

13. The analysis of all Primary School Teachers whose teaching experience was below 10 years revealed that the computed mean score exceeds the mid value of 2.5 on seven dimensions. It is also shown that Teachers with 10 years or less experience higher level of Teacher Burn out. It is further revealed that the mean scores of such Teachers on

Family, Social, Psychological, Physical and Psychological dimensions are greater than those on other dimensions.

14. The analysis of Data with regard to Teacher Burn out showed that the computed mean scores of Primary Teachers with teaching experience between 11 to 20 years exceed the mid value of 2.5 on the seven dimensions. It further showed that such teachers were cases of burn out. It is also revealed that the mean scores of such teachers on Family, Socio-Psychological Physical and Psychological dimensions are grater than those on other dimensions.

15. The analysis of data with regard to teacher burn out of all primary teachers in the population whose teaching experience is between 21 to 30 years showed that the computer mean score of such teachers exceeds the mid value 2.5. It also showed that such teachers working in primary schools in Pudukkottai District experience a higher level of teacher Burn out. The analysis further showed that the mean scores of such teachers on Family, Socio-Psychological, Physical and Psychological dimensions are greater than those on other dimensions.

It is inferred from such analysis that all primary teachers in the total population, irrespective of differences in management and sex,

experience a higher level of teacher burn out and that the computed mean scores of all teachers in the total population exceed to mid value 2.5 on all the seven dimensions. The analysis also showed that the mean scores of all Primary Teachers in the total population are greater than those on other dimensions.

5.4 OVER VIEW OF THE FINDINGS:

The analysis has revealed that there is no significant association between the organizational climate and teacher burn out.

The analysis has also shown that factors like Disengagement, Physical Hindrance, Alienation, and controls are more significantly associated than other dimensions with teacher burn out.

The analysis has also established that Familial, Socio-Psychological, Physical and Psychological dimensions are more significantly associated than other dimensions with teacher burn out.

The analysis has revealed that physical hindrance and controls are two factors relating to organization and these are found to be related to teacher burn out.

The analysis and findings point out that the individual Psychological dimensions rather than other dimensions have significant association with teacher burn out.

CONCLUSION:

The organizational climate plays a vital role in enhancing the qualitative perspective of the institution through the teacher. Though many of the research studies point out the status of organizational climate in high schools, higher secondary level institutions, only a very few studies have attempted to study the organization climate at the primary level, and in teacher training institutions at primary level. This study has found that a high level of organization climate is found among the Primary School teachers. Irrespective of sex, type of Management, age and experience, location, plays a vital role among all categories of teachers

Researchers on burnout reveal that age, sex, experience, and locale are not associated with burnout. But the research studies by Boren and Sugan (1981) reveal that age, sex, experience, and locale are associated with burnout. These studies also further reveal that stress conflict and lack of social support are reflected in teacher burnout. Except a few studies, there were not many status studies on the burnout of primary teachers. But the present research reveals that burnout is at the higher level among the primary school teachers. It is also found that irrespective of the type of management, sex, age, and experience, the level of burnout is maximum among the primary school teachers. Hence it is found that burnout is associated with the type of mangement, sex, age and experience. From this, it is found that both levels of

organization climate and teacher burn out are high among the primary school teachers.

Regarding the level of organization climate the teachers irrespective of age, type of management, and years of experience, have high scores on Disengagement, Physical hindrance, Alienation and Controls. Scores on those dimensions are higher than those on other dimensions. It is found that the Primary School Teachers in general are akin towards disengagement, alienation, Physical hindrance and control.

Regarding the burnout irrespective of the management, sex and years of experience, higher level of burnout is on Physical, Psychological, Socio Psychological and Familial dimensions.

This analysis reveals that Primary Teachers have a higher level of organization climate and teacher burnout. Especially in the organization climate they are more concerned with Disengagement, Alienation, Physical hindrance, and Control. Likewise in burnout they are more concerned with Psychological, Physical, Socio-Psychological and Familial issues. Hence it is to be probed, in detail, into the functional and associational occurrence between the dimensions of burnout and organization climate.

SUMMARY AND CONCLUSIONS

CHAPTER – VI

6 SUMMARY AND CONCLUSIONS

6.1 Introduction

6.2 Teacher burn out

6.3 Influence of organizational climate

6.4 The title of the Study

6.5 Assumptions of the Study

6.6 Objectives of the study

6.7 Hypothesis

6.8 Definition of key terms

6.9 Teacher burnout

6.10 Tools

6.11 Sampling design

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CHAPTER - VI

SUMMARY AND CONCLUSIONS

INTRODUCTION

Education is to humanize humanity. Man is primarily distinguishable from the lower animals because of his educability. There are two aspects of human life. One is biological and the other is socio-cultural. Man conceived in terms of his biological existence alone, is not better than an animal. His biological existence is secured through food , shelter and reproduction, But his life can only be glorified through education. It is only the cultural or social aspects of human life which signify his supreme position and thus constitute the noblest work of God. With the help of education, man, primarily an animal being, can be transformed into a human being, social and spiritual being. Without education the individual would be unqualified for group life.

In the fundamental sense, education is the cultural process by which success is generated to make man take his place in history since the acquired characteristics and not inherited education assumes the full burden of bringing men “ Up-to date”. Education implies experience, insight and adjustment on the

part of man as he is stimulated towards growth and development. In short, education enables man to realise higher values of life which are essential for him to become “root and crown of all creation “. Thus education is an essential base of good life or complete living.

6.2 TEACHER BURNOUT:

Teacher ‘burnout’ is a human malfunction caused by continued unresolved, job-related stress that results in once committed, dedicated teachers either abandoning the profession or remaining in the classroom, no longer motivated to provide the effective learning environment they once did for their students.

It is interesting to note that now-a-days teacher burnout has become an increasingly concerned area of many researchers. As Schwab (1988) reports, there are several reasons for this high level of interest. First, the teaching profession is one of the largest and most viable professions, in the entire state. Second, the teaching profession has been subject to increased pressure by society to current social problems. The teacher educate students in academic and skill areas, provides enrichment activities, meet the individual needs of all students with a wide range of abilities, and encourages moral and ethical development.

The first two observations of Schwab are equally fitting to our country and teachers too.

Most of the teachers begin their professional lives with the expectation that they will experience a feeling of joy and accomplishment. Teachers take maximum effort in order to accomplish the long term goals of their teaching.

Teaching is a demanding profession which requires a constant giving of one-self at the mental, emotional and physical levels. Apart from the regular instructional work, teachers are expected to perform innumerable roles. Further the public has often overlooked the need of teachers as human beings. They are working constantly in an atmosphere of evaluation, judgement and fear. The combination of these factors creates a sense of frustration in teachers. A persistent feeling of frustration leads to what is known as 'burnout'

6.3 INFLUENCE OF ORGANIZATIONAL CLIMATE:

The way in which the working climate is organized has an important role in teaching and teacher performance. This depends not only on the hierarchy, but also on how each point in the hierarchy functions. For illustration, an autocratic climate may not allow interaction and communication and this will have its own influence on teacher performance and teacher motivation. Similarly a highly democratic climate may provide opportunities

for interaction and communication. This also may have its influence on teacher performance and teacher motivation. Hence the organizational climate and teacher burnout are related issues. Therefore it is necessary to study Teacher Burnout as a problem related to the organization climate.

Organizations are established in order to achieve specific goals and objectives. Organizational goals are translated into results through organization climate and leadership. In the educational system, it is said that teachers in course of processing the student raw materials face stressful events. Researches point out that certain organizational variables influence teacher burnout.

Hence, there is a need to study the organizational climate, since the performance of the individual depends upon the organizational climate in which he is expected to perform at the optimal level.

Hence, there is an urgent need to study the organization climate and teacher burnout that exist in the Primary Schools. Once it is found out, suitable strategies could be attempted to evolve suitable learning climate at the

Primary level towards quantitative and qualitative expansion in the Primary school

The factors relating to the organization climate have a significant impact on Teacher burnout. It has been proposed to investigate the association between the organization climate and the teacher burnout dimensions. Since teacher burnout could be consequence of any of the organization climate dimensions it is necessary to know the two aspects of climate are burnout as interrelated. Since an understanding of teacher burnout is necessary to remedy it and since burnout may be related to organization climate it become essential to study the two as interrelated aspects. Therefore the present study was undertaken to study teacher burnout inrelation to the organisation climate dimension.

The review of relevant literature has taken up the task of examining the research contributions in the field of teacher burnout. The review shows that many investigations focus on teacher burnout in the case of principals (Agarwal V 1983, Singar 1984), School Teachers (Ministry 1984, Menta 1985, Misra 1986, Bonn 1981, Colasundra 1981, Fielding 1982, Creus 1983), and students (Agarwal 1985, PRESLY 1981, Kailasalingam 1994). These research works proceed on the broad classification of samples on the basis of male,

female, urban-rural, lodgers-day scholars, and length of experience-age. They, examine the relationship between teacher burnout and factors like stress, role conflict, social support, self esteem self expectations, interpersonal stress, remuneration and incentives, accomplishment and emotional exhaustion. Only Bonn's and Singar's finding point out that age, sex, years of teaching experience, support system and location of educational setting are not significantly related to teacher burnout. Other investigations conclude that factors like stress, conflict, lack of social support, location of institutions and remuneration and incentives are significantly associated with teacher burnout.

The review has shown that not many investigations had been made into teacher burnout at the primary level. Many of the investigations have taken up either organizational climate and its impact on teachers, or teacher burnout in relation to factors other than organizational climate. It was felt that the potential area for research is both the primary level and the relation between organizational climate and Teacher Burnout. Therefore the present study was taken up.

Research needs careful design and application of various techniques in different stages of investigation. The general aim of this investigation is to

study the nature of organization climate, and teacher burnout at the primary school level.

6.4 TITLE OF THE STUDY:

“Organizational climate and teacher burnout in primary schools in Pudukkottai district Tamilnadu”.

6.5 ASSUMPTION OF THE STUDY:

The following are the assumptions of the study.

- 1 The organization climate and teacher burnout vary from organization to organization.
- 2 Teachers experience burnout in their work setting.
- 3 Certain organizational variables contribute to teacher burnout in organizational settings.
- 4 There is relationship between organization climate and teacher burnout at Primary School Level.

6.6 OBJECTIVES OF THE STUDY:

The main objectives of the study are as follows;

- 1 To find out the existing organizational climate of primary schools in Pudukkottai District.
- 2 To find out the extent of burnout experienced by the teachers of primary schools.

3. To find out the influence of management, age, sex, period of service and location etc on Teacher Burnout.
4. To find out the influence of management, age, sex period of service and location on an organizational climate.
5. To find out the relationship between the organizational climate and Teacher Burnout at Primary School Level.

6.7 HYPOTHESES:

The following hypotheses were formulated to provide specific directions to the study .

- i. The Primary schools in Pudukkottai District have different organizational climate.
- ii. Teachers working in Primary Schools experience burnout.
- iii. There exists significant relationship between organization climate and teacher burnout.
- iv. Organization climate and teacher burnout vary due to certain variables such as location, type of management, strength of teachers, strength of students, sex, age period of service of teachers etc.

6.8 DEFINITION OF KEY TERMS:

ORGANIZATIONAL CLIMATE:

Organization climate is the frame work in which processes are taken to accomplish the stated goals and objectives.

6.9 TEACHER BURNOUT:

Teacher burnout is a condition of strain on one's emotions, feelings, and ability through processes and physical conditions.

6.10 TOOLS:

The following Tools were used for the collection of data from teacher respondents.

1. Organizational climate description Questionnaire (OCDQ) developed by Mothilal Sharma (1978)
2. Tools on Teacher burnout inventory developed and validated by the Investigator.
3. Personal Data sheet.

6.11 THE SAMPLING DESIGN:

The total population of Teachers working in Pudukkottai district is 4100 out of which a sample of 410 Primary school teachers was selected by random sampling technique .

6.12 DATA COLLECTION:

For collecting data, the two tools (OCDQ) comprising 63 Likert type of items on four point scale and teacher burnout scale comprising 60 items on five point scale were administered to the sample teachers of different schools in Pudukkottai District for the research study. The tools were administered individually.

The aim of the research work was explained to every individual briefly and instructions were given to the samples with regard to the content and how to mark their responses. When respondents completed the questionnaires the questionnaires were collected by the researcher. The administering of the Questionnaires and the collecting of data was conducted on the sample in Pudukkottai District.

The data thus collected were subjected to statistical analysis for obtaining results.

6.13 DATA ANALYSIS:

The collected data were analysed at three levels, namely descriptive analysis, differential analysis and correlational analysis. For descriptive analysis of the mean and standard deviation were computed. For differential

analysis “t” test was employed. Chi-square value was computed to establish the relationship between organization climate and Teacher Burnout.

6.14 DELIMITATIONS:

1. Only the schools in Pudukkottai District were involved in the study.
2. Nursery schools and welfare schools were not involved in the study for the following reasons:
 - a) The organizational climate of the Nursery schools which are English Medium schools are quite different from the other primary schools. The teachers working in those schools are either retired teachers or untrained youngsters fresh from the school.
 - b) There are only three welfare schools in the district which is a negligible number.
3. The study focuses on Primary schools only.
4. Survey method was adopted for this study.

6.15 STATEMENT OF FINDINGS:

With regard to the eight dimensions viz. Disengagement, Alienation, Esprit Intimacy, Physical Hindrance, Controls, Production Emphasis and Humanised Thrust, the analysis showed that the computed mean scores of the total population (categorized into Govt and private, male and female and age and

experience) in relation to organization climate exceed the mid value of 2.00. This shows that the Teachers in primary schools in Pudukkottai District experience a higher level of organization climate. The analysis shows, with reference to the eight dimension, that the mean scores in four dimension viz Disengagement, Physical Hindrance, Alienation and Controls are greater than those in other dimensions.

1. The analysis revealed that the computed mean scores of the Primary Teachers in Government institutions exceed the mid value of 2.00 on the eight dimensions of organization climate. The Primary Teachers in Government Schools experience a higher level of organization climate. The mean scores of such Teachers on "Disengagement, Physical Hindrance, Alienation and Controls dimension are greater than those of other dimensions.

2. It is found that the computed mean scores of Primary Teachers in private institutions exceed the mid value of 2.00 on the eight dimensions of the organization climate. This mean scores on Disengagement, Physical hindrance, Alienation and Control are greater than those of other dimensions.

3. The analysis also showed that the computed mean scores of male private schools teachers on the eight dimensions of organization climate exceed the mid value of 2.00. It also showed that such teachers experience a higher level of organization climate. The mean score of male primary school teachers on Disengagement, Physical Hindrance, Alienation and Controls and Intimacy dimensions are greater than those of other dimensions.

4. The analysis showed that the computed mean scores of Female Primary Teachers Exceed the mid value of 2.00 on the eight dimensions. It also showed that the female teachers experience a higher level of organization climate. The mean scores of such teachers on the four dimensions namely Disengagement, Physical hindrance, Alienation and Controls are greater than those of other dimensions.

5. The analysis reveals that the computed mean scores of all Primary Teachers in the total population who have Teaching experience below 10 years exceed the mid value of 2.00 on the eight dimension of organization climate. It further showed that such teachers experience a

higher level of organization climate. The analysis also showed that the mean score of such teachers who have teaching experience below 10 years on the dimensions of Disengagement, Physical hindrance, Alienation and Controls are greater than those of other dimensions.

6. The analysis reveals that the computed mean scores of all primary Teachers whose teaching experience is between 11 to 20 years exceed the mid value of 2.00 on the eight dimensions of organization climate. It also showed that such teachers experience a higher level, of organization climate. The mean scores of such teachers on Disengagement, Physical hindrance, Alienation and Controls are greater than those of other dimensions.

7. It is revealed from the analysis that the computed scores of all Primary Teachers whose teaching experience ranged between 21 to 30 years, exceed the mid value of 2.00 on the eight dimensions. It also showed that such teachers experience a higher level of organization climate. It is further revealed that the mean scores of such teachers on the four dimensions of Disengagement, Physical hindrance, Alienation and Controls are greater than those of other dimensions.

8. The analysis of data on teacher burn out showed that the computer mean score of all Primary Teachers in the target population exceeds the mid value of 2.5 on all the seven dimensions namely Physical, Psychological, Social , Socio- Psychological, Occupation, Family and Society. It also showed that such Teachers working in Primary schools in Pudukkottai experience a higher level of teacher burn out. It also should that the mean scores of such teachers on Family, Socio-Psychological, showed Physical and Psychological dimensions are greater than those of other dimensions.

9. The analysis showed that the computed mean scores of Primary Teachers in Government schools exceed the mid value of 2.5 on all the seven dimensions of the teacher burn out. It also revealed that such teachers experience a higher level of teacher burn out. It was further revealed that the means of such teachers on Disengagement, Physical hindrance, Alienation and Controls are greater than those of other dimensions.

10. The analysis of Data on Teacher Burn out showed that the computed mean scores of Primary Teachers in Private Schools in Pudukkottai District exceed the mid value of 2.5 on all seven dimensions. It also showed that the teachers working in Private Primary Schools experience a higher level of teacher burn out. It is further revealed that the mean scores of such Teachers on Family, Socio-Psychological, Physical, and Psychological dimensions are greater than those of other dimensions.

11. The computed mean scores of the Male Teachers in the population exceeds the mid value of 2.5 on all the seven dimensions of Teacher Burn out. It is further revealed that such Teachers experience a high level of Teacher Burn out. It is also shown that the mean scores of such teachers on Family, Socio-Psychological, Physical and Psychological dimensions are greater than those of other dimensions.

12. Analysis with regard to Teacher Burn out, showed that the mean score of the female Primary Teachers exceeds the mid value 2.5 on seven dimensions. It also showed that the female teachers working in Primary school in Pudukkottai District experience a higher level of burn

out It is further revealed that the mean scores of such Teachers are greater on Family, Socio Psychological, Physical and Psychological dimensions than those on other dimensions

13 The analysis of all Primary School Teachers whose teaching experience was below 10 years revealed that the computed mean score exceeds the mid value of 2.5 on seven dimensions It is also shown that Teachers with 10 years or less experience higher level of Teacher Burn out It is further revealed that the mean scores of such Teachers on Family, Social, Psychological, Physical and Psychological dimensions are greater than those on other dimensions

14 The analysis of Data with regard to Teacher Burn out showed that the computed mean scores of Primary Teachers with teaching experience between 11 to 20 years exceed the mid value of 2.5 on the seven dimensions It further showed that such teachers were cases of burn out It is also revealed that the mean scores of such teachers on Family, Socio-Psychological Physical and Psychological dimensions are greater than those on other dimensions

15. The analysis of data with regard to teacher burn out of all primary teachers in the population whose teaching experience is between 21 to 30 years showed that the computer mean score of such teachers exceeds the mid value 2.5. It also showed that such teachers working in primary schools in Pudukkottai District experience a higher level of teacher Burn out. The analysis further showed that the mean scores of such teachers on Familial, Socio-Psychological, Physical and Psychological dimensions are greater than those on other dimensions.

It is inferred from such analysis that all primary teachers in the total population, irrespective of differences in management and sex, experience a higher level of teacher burn out and that the computed mean scores of all teachers in the total population exceed to mid value 2.5 on all the seven dimensions. The analysis also showed that the mean scores of all Primary Teachers in the total population are greater than those on other dimensions.

6.16 OVER VIEW OF THE FINDINGS:

The analysis has revealed that there is no significant association between the organizational climate and teacher burn out.

The analysis has also shown that factors like Disengagement, Physical Hindrance, Alienation, and controls are more significantly associated than other dimensions with teacher burn out.

The analysis has also established that Familial, Socio-Psychological, Physical and Psychological dimensions are more significantly associated than other dimensions with teacher burn out.

The analysis has revealed that physical hindrance and controls are two factors relating to organization and these are found to be related to teacher burn out.

The analysis and findings point out that the individual Psychological dimensions rather than other dimensions have significant association with teacher burn out.

The organizational climate plays a vital role in enhancing the qualitative perspective of the institution through the teachers. Though many of the research studies point out the status of organizational climate in high schools, higher secondary level institutions, only a very few studies have attempted to

study the organization climate at the primary level, and in institutions at primary level.

Researches on burnout reveal that age, sex, experience and locale are not associated with burnout. But the research studies by Boren and Sugan (1981) reveal that age, sex, experience and locale are associated with burnout. These studies also further reveal that stress, conflict and lack of social support are reflected in teacher burnout. Except a few studies there were not many studies on the burnout of primary teachers. But the present research reveals that burnout is at a higher level among the primary school teachers. It is also found that irrespective of type of management, sex, age and experience the level of burnout is maximum among the primary school teachers. Hence it is found that burnout is associated with the type of management, sex, age, experience, etc. From this it is found out that levels of organization climate and teacher burn out are high among the primary school teachers.

Regarding the level of organization climate the teachers irrespective of age, type of management, and years of experience, have high scores on Disengagement, Physical hindrance, Alienation and Controls. Scores on those dimensions are higher than those on other dimensions. It is found that the Primary School Teachers in general are akin towards Disengagement, Alienation, Physical hindrance and Control.

Regarding burnout, irrespective of the management, sex and years of experience, higher level of burnout is on Physical, Psychological, Socio Psychological and Familial dimensions.

This analysis reveals that Primary Teachers have a higher level of organization climate and teacher burnout Especially in the organization climate they are more concerned with Disengagement, Alienation, Physical hindrance, and Control. Likewise in burnout they are more concerned with Psychological, Physical, Socio-Psychological and Familial issues. Hence it is to be probed, in detail, into the functional and associational occurrence between the dimensions of burnout and organization climate.

6.17 CONCLUSION:

The research study has revealed that teachers have a higher level of burnout which could be very harmful for the teachers, student, and the education institutions. This research study cautions that the level of burnout among the primary school teachers could lead to a qualitative deterioration of the staff. It is also found that this burnout is closely associated with factors like physical stress, psychological stress, socio – psychological stress and stress in the family. Among these factors, familial factors account more for teacher burnout than any other factor. This trend reveals that if this burnout is not

minimised students in the primary class rooms will be definitely affected. The Indian Education Commission (1966) has pointed out that the future of India is shaped in her class rooms. But the present state of burnout among the teachers throws a dark shadow on the prospects of the children primary schools. In spite of government welfare measures and all other facilities there is burnout among the primary school teachers. This state of burnout is not unique among the primary school teachers. But this alarming situation highly warrants the need for combating this problem. If this problem is not checked, the mental health of teachers will definitely be affected which in turn deteriorates the mental health of primary school children. This research study also highlights that burnout is the most important concern for those involved in human services. This also affects the psychological wellbeing of the teachers.

An integrated approach of the government, parent teacher associations, non – government organizations and services oriented organization should mobilise their resources to combat the phenomenon of burn out among the teachers. Adequate and appropriate measures should be taken by the policy makers to review the existing policy on teacher selection, training, teacher inservice programmes etc. A new curriculum framework in teacher education should be formed in order to sensitizing those personnel who

have the aptitude to teach . It should be obligatory on the part of curriculum framers to design a suitable methodological frame work on sensitizing teachers towards commitment and accountability on students in particular and the society in general.

6. 18 : **SUGGESTION FOR FURTHER STUDY**

- 1) A study on organization climate and teacher burnout may be conducted exclusively in women's schools so that the organizational climate and teacher burnout of such schools may be compared with those in men's schools.
- 2) Independent studies may be taken up among men teachers and women teachers separately with maximum number of variables in each case.
- 3) Similar studies may be taken up in all the districts in the state of Tamil Nadu, so that all the finding could be analysed and synthesised with a view to evolve a theory that would explain the organizational climate and teacher burout
- 4) Empirical studies may be taken up to evolve measures to minimise teacher burnout among primary school teachers and to test such measures for universal vaidity

- 5) Similar studies can be taken up in a systematic manner so that the general principles of approach can be evolved, to understand, explain and to eradicate teacher burnout at all levels.

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APPENDICES

APPENDICES

A List of Schools (Sample Schools)

B Instructions

C Personal Data Sheet

D PART - A

Organization climate Description Questionnaire (OCDQ)

PART - B

Teacher burn out Questionnaire.

APPENDICES - A

LIST OF SCHOOLS

(Sample Schools)

TOOLS

1.	Panchayat	Union Primary School	Keelavekupatti
2.	„	„	Santhapettai
3.	„	„	Patchikkottai
4.	„	„	Palakudipatti
5.	„	„	Athur
6.	„	„	Kottaiyur
7.	„	„	M. Manapatti
8.	„	„	Nelayapatti
9.	„	„	Pillakkudipatti
10.	„	„	Neivasappatti
11.	„	„	Adukappatti
12.	„	„	Mathur
13.	„	„	Mukkanipatti
14.	„	„	Anampatti
15.	„	„	Vlavayal

16.	„	„	Athanakuraipatti
17.	„	„	Pappampatti
18.	„	„	Othaveedu
19.	„	„	P.Puthuppatti
20.	„	„	Dakshinapuram
21.	„	„	Kannankaraikudi
22.	„	„	Manappatti
23.	„	„	Mailapur
24.	„	„	Kothakkottai
25.	„	„	Rasapatti
26.	„	„	Keelapatti
27.	„	„	Enathi
28.	„	„	Munasanthai
29.	„	„	Vengalur
30.	„	„	Mukkanipatti
31.	„	„	Venkadakulam
32.	„	„	Adukappatti
33.	„	„	Arimalam
34.	„	„	Meiyapatti
35.	„	„	Sethurapatti

36.	„	„	Ponnamaravathi
37.	„	„	K. Puthupatti
38.	„	„	Veerandanpatti
39.	„	„	Panneerpalayam
40.	„	„	Venkaivayal
41.	„	„	Nagarathupatti
42.	„	„	Kedayapatti
43.	„	„	Kattupatti
44.	„	„	Sivapuram
45.	„	„	Melathemuthupatti
46.	„	„	Arputhapuram
47.	„	„	Thiruvrankulam
48.	„	„	Sivayogapuram
49.	„	„	Duruvasapuram
50.	„	„	Veerapatti
51.	„	„	Annavasal
52.	„	„	Kaivelipatti
53.	„	„	Pplikkudi Irruppa
54.	„	„	Neivasapatti
55.	„	„	Kollaipatti

56.	„	„	Mangudi
57	„	„	Pakavanpatti
58.	„	„	Panankulam East
59.	„	„	Vellipatti
60.	„	„	Thalampatti
61.	„	„	Vannianviduthy
62.	„	„	Kalipilla Nagar
63.	„	„	Vadakadu
64.	„	„	Aranmanaipatti
65.	„	„	Kothamangalam West
66.	„	„	Kulanthai Vinayagar kottai
67.	„	„	Thirumayam
68.	„	„	Adanur
69.	„	„	Arayapatti
70.	„	„	Ponnanviduthy
71.	„	„	Alangudi
72.	„	„	Therkunallipatti
73.	„	„	T. Kottai
74.	„	„	Konnaiyur
75.	„	„	Kulavaypatti

76.	„	„	Porunkondanviduthy
77.	„	„	Ammanpatti
78.	„	„	Poovakkottai
79.	„	„	Dhasampatti
80.	„	„	Vadakkupatti
81.	„	„	Seemanur
82.	„	„	Lakshmipuram
83.	„	„	Thulaiyanur
84.	„	„	Pillamangulam
85.	„	„	Valiapatti
86.	„	„	Manavalankarai
87.	„	„	Cauvery Nagar
88.	„	„	Asak Nagar
89.	„	„	Perunkudi
90.	„	„	Mirattunilai
91.	„	„	Nallipatti
92.	„	„	Annavasal
93.	„	„	K. Chettipatti
94.	„	„	Senthampatti
95.	„	„	Kadaiyakkudi

96.	„	„	Kallakudilruppu
97.	„	„	Nattampatti
98.	„	„	Perunthurai
99.	„	„	Pulivalam
100.	„	„	Enankudi

GOVERNMENT MIDLE SCHOOLS

101.	„	„	Alangudi
102.	„	„	Kudumianmalai
103.	„	„	Puvarasakkudi
104.	„	„	Melakkudippatti
105.	„	„	Lembalakudi
106.	„	„	Arayappatti
107.	„	„	Pallivasal
108.	„	„	Kulathuppatti
109.	„	„	Ganapathipuram
110.	„	„	Melur

PRIVATE PRIMARY SCHOOLS

111.	T.E.L.C. Primary School	Karambakudi
112.	S.K.T. Gandhi Primary School	Rayapuram
113.	Thiru Udaiyaparasakthi Primary School	Kulamankalam
114.	Ulagappa Primary School	Ramachandrapuram
115.	M.T.C.RM. Primary School	Kulipirai
116.	Sri Shanmuga Vilas Kalasalai	Nachandupatti
117.	Punitha Michel Primary School	Kammankudipatti
118.	Saraswathi Primary School	Konapet
119.	Thuya Saveriar Primary School	Saveriyarpuram
120.	S.S.N. Kalasalai	Kummankulam
121.	Punitha Fathima Primary School	Thirumayam

PRIVATE MIDDLE SCHOOLS

122.	Christ Raja Middle School	Irudayapuram
123.	Sri Ganasar Middle School	Visvanathapuram
124.	Thuya Valanar Middle School	Karambakudi
125.	Punitha Valanar Middle School	Kottaikadu
126.	Patchayappa Middle School	Unaiyur

- | | | |
|------|--|-----------------|
| 127. | Valluvar Middle School | Kulipirai |
| 128. | Sri P.R. Meiyappa Chettiar Middle School | Virasalai |
| 129. | Punitha Valanar Middle School
(karambakudi Union) | Savariapattinam |
| 130. | Punitha Arputha Matha Middle School | Alangudi |
| 131. | Municipal Middle School | Rajagopalapuram |

APPENDICES - B**INSTRUCTION**

From

K. PURAVI, M.A., M.Ed., MLIS, M.Phil,
(Librarian, H.H. The Rajah's College, Pudukkottai),
PhD. Scholar,
Department of Education,
Alagappa University,
Karaikudi - 623 003.

Dear Sir/Madam,

I am a part - time PhD., Scholar in the Department of Education, Alagappa University, Karaikudi - 623 003. I have chosen the following topic for Ph.D. research study in Education.

**“A Study of organizational climate and Teacher Burnout in Primary
School in Pudukkottai District,,.**

I Shall be grateful to you if you could kindly fill in the questionnaire. I assure you that the data supplied by you will be kept strictly confidential and will be used purely for research purposes. Hence I solicit your co-operation. I request you to be frank and objective in your response.

Thanking You,

Place : Karaikudi

Yours faithfully,

Date :

(K. PURAVI)

APPENDICES - C**PERSONAL DATA SHEET**

1. Name of School :
2. Type of Management :
3. Teacher's Grade : Elementary/ Secondary
4. Age of Teacher :
5. Sex : Male/Female
6. Educational Qualifications :
7. Total Years of Experience :
8. Location of School : Urban/Rural
9. Whether Married : Yes/ No
10. How many Children : Male/Female
11. Name of Teacher :
12. Teacher's Signature :

APPENDICE - D**PART - A****ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE****(OCDQ)**

Sixty Three statements are given below. Each statement describes the condition regarding a particular aspect of school organization that exists in your school. Please indicate to what extent the condition occurs in your school on a four point scale. Indicate the condition that exists in your school by putting a tick mark in the appropriate column against each statement.

SL. No.	Statement	Rarely Occurs (1)	Sometimes Occurs (2)	Often Occurs (3)	very frequently Occurs (4)
1	The mannerisms of Teachers of this School are annoying				
2	There is a minority group of teachers who always oppose the majority				

		1	2	3	4
3	Teachers exert group pressure on non-conforming staff members.				
4	Teachers seek special favours from the headmaster.				
5	Teachers interrupt other staff members who are talking in staff meetings..				
6	Teachers ramble when they talk in staff meetings.				
7	Teachers ask non-sensical question in staff meetings.				
8	Teachers of this school stay by themselves.				
9	Teachers talk about leaving this school.				
10.	Teachers leave the grounds during the school day.				
11.	The headmaster evaluates teacher's behaviour strictly according to rules.				
12.	Teachers are contacted by the headmaster each day.				

		1	2	3	4
13	The headmaster goes out of his way to help teachers.				
14	The morale of the teachers is high.				
15	The teachers accomplish their work with great vim, vigour and pleasure				
16	Teachers of this school show much school spirit				
17	Custodial service is available when needed.				
18	Most of the teachers here accept the faults of their colleagues				
19	School supplies are readily available for use in class work.				
20	In staff meetings there is the feeling of „let’s get things done,,				
21	Teachers organise Curricular activities in a group spirit				

		1	2	3	4
22	Teachers spend time after school with students who have individual problems.				
23	Teachers talk about their personal life to other staff members.				
24	Teachers' closest friends are from the staff members of this school.				
25	Teachers invite other staff members to visit them at home.				
26	Teachers know the family background other staff members.				
27	Teachers have fun socialising together during school time.				
28	Teachers work together preparing administrative reports.				
29	Teachers enjoy lunch together				

		1	2	3	4
30	There is considerable laughter when teachers gather informally.				
31	Routine duties interfere with the job of teaching.				
32	Headmaster exerts pressure that every work must be done according to his will.				
33	Teacher's diary requires too much work.				
34	Administrative paper work is burdensome in this school.				
35	Staff meetings are mainly headmaster's report meetings.				
36	The headmaster runs the staff meeting like a business conference.				
37	Staff meetings are organized according to a tight agenda.				
38	The rules set by the head master are never questioned.				
39	School secretarial service is available for teacher's use.				

		1	2	3	4
40	Teachers are informed of the results of a supervisor's visit.				
41	Sufficient time is given to prepare administrative reports				
42	Instructions for the operation of teaching aids are available				
43	The headmaster makes all class scheduling decisions.				
44	The headmaster schedules the work for the teachers.				
45	The headmaster checks the subject matter ability of teachers				
46	The headmaster gives suggestions to correct teacher's mistakes.				
47	The headmaster ensures that teachers work to their full capacity.				
48	Extra duty for teachers is posted conspicuously.				
49	The headmaster reminds the teachers of their duties very often				

		1	2	3	4
50	The headmaster sets an example by working hard himself.				
51	The headmaster uses constructive criticisms.				
52	The headmaster is well prepared when he speaks at school functions.				
53	The headmaster explains his reasons for criticisms to teachers.				
54	The headmaster looks out for the personal welfare of teachers.				
55	The headmaster is in the school before teachers arrive				
56	The headmaster tells teachers of new ideas he has come across.				
57	The headmaster is easy to understand.				
58	The Headmaster helps teachers to solve personal problems for teachers.				

		1	2	3	4
59	The headmaster does personal favours for teachers.				
60	The headmaster helps teachers finish their work.				
61	The headmaster invites suggestions from the teachers in scheduling school activities.				
62	The headmaster helps staff members settle their minor differences.				
63	The headmaster tries to get financial benefits for the teachers.				

APPENDICES - D

PART- B

TEACHER BURN OUT QUESTIONNAIRE

The following 60 statements describes your attachment to your institution. Please indicate your response on each one of the given five alternatives by making a tick (✓) mark in the appropriate column. Remember, there are no right or wrong answers.

S1. no	Statements	To a very great Extent	To a considerable extent	To a moderate extent	To a slight extent	To almost no extent
		1	2	3	4	5
	<u>Factors: Physical stress:-</u>					
1.	Due to hard work the teachers get tired.					
2.	Because of stress and strain, the teachers are subjected to frequent diseases					

	1	2	3	4	5
3. Teachers often find themselves weak in body					
4. Because of students' agitation, the physical strength of teachers often deteriorates.					
5. Teachers are angry because of student indiscipline					
6. Because the students repeatedly commit some mistakes, teachers are subjected to stress and strain.					
<u>Factors:</u> <u>Psychological stress:-</u> 1. Students are not prompt in their studies.					

	1	2	3	4	5
2. Indiscipline among students causes loss of peace of mind					
3. Student indiscipline causes a lot of strain to the teacher.					
4. Because of hard work, the teachers hold their breath					
5. Because of students' strike, the peace of mind on the part of the teacher gets disturbed.					
6. Because of indiscipline the teachers are subject to blood pressure and other diseases related to it.					

	1	2	3	4	5
7. Teachers get tired because of fatigue.					
8. Teachers get perturbed because of student agitation					
9. As there is no good character among students peace of mind the teacher deteriorates.					
10. The behaviour pattern of the studnets tends to change their natural traits.					
11. Teachers express anguish over the improper display of the behaviour of the students.					

	1	2	3	4	5
Factors: Social stress: 1. The teachers regret that there is no rapport between the teachers and the taught. The services of the teachers never reach the society.					
2. As there is disharmony among the students both in physical and mental spheres, the teachers find it difficult to involve students in the work.					
3. As students are indifferent it is not possible to make them socially conscious.					
4. There is no catalyst to encourage those students who are not socially conscious.					

	1	2	3	4	5
Factors :- Socio - Psychological Stress 1. As there is no dialogue among the teachers and the society there is no respect to them.					
2. As there is no teacher-Parent association, the suggestion of the well meaning teachers are not adequately heard.					
3. Instead of patriotism, there is selfishness among the teachers.					
4. The students get wild whenever they are questioned repeatedly by the teachers.					
5. As there is no dialogue between the teachers and parents, the parents are indifferent to teachers.					

	1	2	3	4	5
6 When the arrogant students damage public utilities they are not contained by the teachers					
7 Teachers are powerless before the antisocial activities of students					
<u>Factors - Occupation stress -</u>					
1 Remuneration for the service of the teachers is not adequate					
2 As the teachers are not gregarious the teachers do not enjoy sufficient social respect					
3 Promotional activities among the teachers are meagre					
4 Additional work makes the teachers tired					
5 Teachers are angry as they play no role in school administration					

	1	2	3	4	5
6. Because the teachers are strict, the students challenge them.					
7. Avenue for further promotion in view of their qualification is bleak.					
8. Unacademic paper work among the teachers reacts against their natural work.					
9. As the syllabus is heavy, teachers are unable to cover the syllabus					
Factors:- Family Stress:					
1. The teachers find it difficult to handle their income and expenditure.					
2. The wards of teachers do not receive adequate education.					
3. Indiscipline among teachers' wards.					

	1	2	3	4	5
4. Lack of co-operation from teachers' wife.					
5. His inability to seek bridgeroom for his daughter.					
6. The anger of the teachers with regard to their unemployment of wards.					
7. Illtreatment of the old parents of the teacher by other family members.					
8. The teachers' debts in connection with the running of the family					
9. The regret of the teacher as to the poor treatment meted out to him by other members of the joint family.					
10. Unnessary intervention during lesson preparation by family members.					

	1	2	3	4	5
11. The burden of the family not adequately shared.					
12. Wife's inability to understand the teaching profession.					
<u>Factors:- Societal Stress:</u>					
1. The public cast aspersions by nameing the community of the teachers.					
2. The jealousy of the unemployed towards the teacher.					
3. Hard words towards the teachers progress in life.					
4. Teachers not getting recognition commensurate with their hard work.					
5. Illiterates' ridicule of teachers.					

	1	2	3	4	5
6. The regret on the part of the teachers caused by non-appreciation of their services by members of the society.					
7. The regret of the teacher over the slow progress achieved by the members of his own community					
8. The wrath of the teacher as the hurdles to his improvement members of his own community.					
9. The pricks given by members of other communities when the teacher has desired to favour his own community.					
10. The worry of the teacher as over the inability to bring members of his own community to government service.					

	1	2	3	4	5
11. The anxiety of the teacher as to the absence of colleagues the work spot.					

